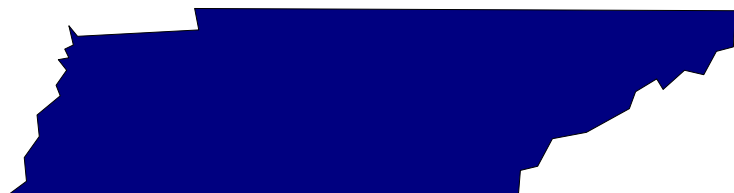


Educator Supply and Demand Statistical Report for the State of Tennessee



Final Report for Data through 2000-2001

December 2003



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Data Issues

There are a number of areas of concern regarding the data in this report. A detailed analysis of the data is provided in the report: Data Review for the State of Tennessee, by Data and Decision Analysis, November 2002.

Enrollments Data

Enrollment data dropped significantly from 2001 to 2002. This large change, unseen in previous historical data is of concern in that the demand projections are based on grade cohort-survival rates.

Distribution Report Data

The category of “unknown” for race has been increasing over the past 5 years thus making race data incomplete and statistics on race subject to some uncertainty. The same can be said for data on gender. Closer processing of the data revealed some duplicate teacher identifying numbers that have been improved in this report, and accounts for changes in historical counts from previous reports in terms of reentrants, and entrants from Tennessee institutions of higher education. See details in appendix 11.

Acknowledgements

Data and Decision Analysis thanks Debbie Gilliam of the Tennessee State Department of Education for all of her help in this report and over the years. We also greatly thank Dr. Lynn Cornett of SREB for her guidance in enhancing the quality of this work. We also thank Hans Helgeson of Data and Decision Analysis for his efforts in working with the data for this project.

Data and Decision Analysis takes sole responsibility for any errors or omissions in this report.

Introduction: Some Well-Known Forces that Shape Supply and Demand

The purpose of this introduction is to provide the reader with a brief overview of the components and factors that shape supply and demand. Given this overview, the interpretation of the numerous facts presented in the report can be placed into this general structure of supply and demand presented below.

Analyzing the supply and demand for educators requires understanding the forces that shape the inflow and outflow of educators from public primary and secondary education, and the demographic factors that sustain and alter the number of students among districts.

Supply is composed of educators who are retained as educators from one year to the next, educators returning to education after some period of absence, and new entrants without any previous teaching experience.

Retained educators can be considered in terms of those that remain in their same position from one year to the next, or change positions. Further, such educators may change districts from one year to the next. Retention is the primary source of supply of educators, accounting from more than 90% of the supply for most positions. Thus, understanding the factors that influence attrition is important. The most important factor that conditions the rate of attrition is the number of years of experience. New teachers exit at very high rates for the first 10 years. Then educators remain at rates often exceeding 95% retention, until the 28th year of experience arrives. Then the rate of attrition climbs again as educators start to retire. Having a steady supply of new teachers is essential, and observing how the existing workforce ages is just as important.

New entrants, who have bachelor degrees or are post baccalaureate first licensure recipients, from institutions, of higher education enter at public primary and secondary education at the greatest rates just after graduation. The rate of entry (or the yield) then drops off dramatically. This pattern of yield is true of exiting teachers as well---the greatest number returns within 1 year of absence, then the number that return drops greatly.

Enrollments of students by grades follow quite predictable patterns or movement from one grade to the next. Kindergarten students are the most difficult to predict, as we must rely on live births counts five years previous to make the estimate. Economic conditions that change in or out migration, or alter the preference for private school attendance can have a substantial influence on enrollments. Enrollments, in conjunction with course taking behavior on the part of students in middle and high school, and mandated – or recommended--student to teacher ratios drive the level of demand.

The matter of supply and demand increases in complexity when considering how it varies by grade, subject area, district, gender, and ethnicity. Indeed, some districts have many applicants while other have few. Some subject areas have a glut of trained and certified individuals others have a shortage. Some positions are largely male, others female. Some positions are well represented by a diversity of ethnic groups others are not.

This report provides information about many of these forces, and uses the trends in the data to present a supply and demand projection to the year 2007.

Changes in Student Enrollments

Tennessee has experienced differing rates of change in the number of enrollments by grade. In terms of the data shown below, total enrollments have increased steadily from 1992 to 1998, but must recently have decreased. In 1997-98 total enrollments were at 978,438 students, having increased by almost 16,000 students in 1996-97. In 1998-99 total enrollments dropped to 967,556 or are decline of almost 11,000 students from the previous year. It then increased to 992,031 in 1999-2000 (an almost 25,000 student increase), dropping again to 984,015 in 2000-2001 (a roughly 8,000 student decline), and then a more than 25,000 student drop in 2001-2002 as 958,496 students were counted. These changes raise questions about the accuracy of reporting. This is particularly true given live births have increased greatly over this period suggesting that ample out-migration may be unlikely. Another possibility is the movement of students in and out of private schools causing these erratic changes.

Table 1: Net Enrollments by Grade Level

| Year | K | 1-4 | 5-6 | 7-8 | 9-12 | Special Education | Total |
|-------------|----------|------------|------------|------------|-------------|--------------------------|--------------|
| 1992 | 68,392 | 287,105 | 137,410 | 135,665 | 243,741 | 20,959 | 893,272 |
| 1993 | 69,680 | 287,777 | 140,524 | 138,900 | 249,570 | 20,524 | 906,975 |
| 1994 | 73,547 | 291,880 | 141,531 | 141,903 | 255,736 | 19,076 | 923,673 |
| 1995 | 76,576 | 296,048 | 141,519 | 144,063 | 258,471 | 19,723 | 936,400 |
| 1996 | 79,597 | 300,753 | 143,235 | 143,756 | 262,367 | 18,509 | 948,217 |
| 1997 | 80,085 | 308,051 | 145,781 | 143,579 | 266,990 | 18,159 | 962,645 |
| 1998 | 77,747 | 317,938 | 146,506 | 146,963 | 273,613 | 15,671 | 978,438 |
| 1999 | 75,968 | 314,708 | 145,928 | 145,830 | 268,089 | 17,033 | 967,556 |
| 2000 | 75,766 | 322,062 | 152,232 | 148,756 | 274,910 | 18,305 | 992,031 |
| 2001 | 75,483 | 315,233 | 154,875 | 147,741 | 273,202 | 17,481 | 984,015 |
| 2002 | 72,619 | 300,148 | 153,095 | 146,932 | 266,108 | 19,594 | 958,496 |

➤ Note: Through 1997-98 most grade groupings showed increases except kindergarten and special education. From 1997-98 to 2000-2002 grade levels are erratic, with substantial drops in 2001-2002.

Table 2: Changes in Number of Students by Grade Level from the Previous Year

| Year | K | 1-4 | 5-6 | 7-8 | 9-12 | Special Education | Total |
|---------------------|---------------|----------------|--------------|------------|---------------|--------------------------|----------------|
| 1992 to 1993 | 1,288 | 672 | 3,114 | 3,235 | 5,829 | -435 | 13,703 |
| 1993 to 1994 | 3,867 | 4,103 | 1,007 | 3,003 | 6,166 | -1,448 | 16,698 |
| 1994 to 1995 | 3,029 | 4,168 | -12 | 2,160 | 2,735 | 647 | 12,727 |
| 1995 to 1996 | 3,021 | 4,705 | 1,716 | -307 | 3,896 | -1,214 | 11,817 |
| 1996 to 1997 | 488 | 7,298 | 2,546 | -177 | 4,623 | -350 | 14,428 |
| 1997 to 1998 | -2,338 | 9,887 | 725 | 3,384 | 6,623 | -2,488 | 15,793 |
| 1998 to 1999 | -1,779 | -3,230 | -578 | -1,133 | -5,524 | 1,362 | -10,882 |
| 1999 to 2000 | -202 | 7,354 | 6,304 | 2,926 | 6,821 | 1,272 | 24,475 |
| 2000 to 2001 | -283 | -6,829 | 2,643 | -1,015 | -1,708 | -824 | -8,016 |
| 2001 to 2002 | -2,864 | -15,085 | -1,780 | -809 | -7,094 | 2,113 | -25,519 |
| 1998 to 2002 | -5,128 | -17,790 | 6,589 | -31 | -7,505 | 3,923 | -19,942 |

➤ Note: These changes in enrollments, often in the thousands, translate into small overall percentage changes to the system as a whole. Nonetheless, the numbers are large. Since 1998 kindergarten enrollments have decline about 7 percent, elementary enrollments have declined 6 percent and high school by 3 percent, and total enrollments by 2 percent. Middle school grades have grown by 4 percent and special education has grown by 25 percent. Junior high has remained the same.

Table 3: Rates of Change in Enrollments by Grade Level from the Previous Year

| Year | K | 1-4 | 5-6 | 7-8 | 9-12 | Special Education | Total |
|---------------------|------------|------------|------------|------------|-------------|------------------------------|--------------|
| 1992 to 1993 | 2% | 0% | 2% | 2% | 2% | -2% | 2% |
| 1993 to 1994 | 6% | 1% | 1% | 2% | 2% | -7% | 2% |
| 1994 to 1995 | 4% | 1% | 0% | 2% | 1% | 3% | 1% |
| 1995 to 1996 | 4% | 2% | 1% | 0% | 2% | -6% | 1% |
| 1996 to 1997 | 1% | 2% | 2% | 0% | 2% | -2% | 2% |
| 1997 to 1998 | -3% | 3% | 0% | 2% | 2% | -14% | 2% |
| 1998 to 1999 | -2% | -1% | 0% | -1% | -2% | 9% | -1% |
| 1999 to 2000 | 0% | 2% | 4% | 2% | 3% | 7% | 3% |
| 2000 to 2001 | 0% | -2% | 2% | -1% | -1% | -5% | -1% |
| 2001 to 2002 | -4% | -5% | -1% | -1% | -3% | 12% | -3% |
| 1998 to 2002 | -7% | -6% | 4% | 0% | -3% | 25% | -2% |

Demographic Trends in the Educator Workforce

Change in the Number of Educators

➤ Note: The most recent counts of educators are to 2000-2001, one year behind enrollment data.

➤ Note: All broad categories of educators (administrators, teachers, staff) have increased in size over the past 5 years. The greatest percentage change from 1997 to 2001 has been in professional staff and teachers have increases 12 percent, and the least in administration at 7 percent. The entire educator workforce has shown an 11 percent increase, or 6,565 more educators in 2000-2001 than in 1996-97. Clearly the educator workforce does not wax and wane in conjunction with changing enrollments.

➤ Note: The last two years, 1998 and 1999 have had the largest growth in educators over the set of years observed in the data: 3.1 percent and 3.2 percent respectively.

Table 4: Growth in Tennessee Educator Workforce 1991-92 to 2000-2001

| Position | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 1997-2001 | 1997-2001 |
|----------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------------|------------|
| All Educators | 53,676 | 54,896 | 56,416 | 56,743 | 58,124 | 58,517 | 60,361 | 62,307 | 63,947 | 65,082 | 6,565 | 11% |
| <i>Change from Previous Year</i> | -100 | 1220 | 1520 | 327 | 1381 | 393 | 1844 | 1946 | 1640 | 1135 | | |
| <i>Percent Change</i> | 0% | 2% | 3% | 1% | 2% | 1% | 3% | 3% | 3% | 2% | | |
| Administrators | 2,448 | 2,487 | 2,530 | 2,556 | 2,578 | 2,638 | 2,695 | 2,750 | 2,799 | 2,827 | 189 | 7% |
| <i>Change from Previous Year</i> | -64 | 39 | 43 | 26 | 22 | 60 | 57 | 55 | 49 | 28 | | |
| <i>Percent Change</i> | -3% | 2% | 2% | 1% | 1% | 2% | 2% | 2% | 2% | 1% | | |
| Staff | 4,869 | 5,199 | 5,345 | 5,436 | 5,598 | 5,637 | 5,746 | 5,977 | 6,130 | 6,330 | 693 | 12% |
| <i>Change from Previous Year</i> | -23 | 330 | 146 | 91 | 162 | 39 | 109 | 231 | 153 | 200 | | |
| <i>Percent Change</i> | 0% | 7% | 3% | 2% | 3% | 1% | 2% | 4% | 3% | 3% | | |
| Teachers | 46,359 | 47,210 | 48,541 | 48,751 | 49,948 | 50,242 | 51,920 | 53,580 | 55,018 | 55,925 | 5,683 | 11% |
| <i>Change from Previous Year</i> | -13 | 851 | 1331 | 210 | 1197 | 294 | 1678 | 1660 | 1438 | 907 | | |
| <i>Percent Change</i> | 0% | 2% | 3% | 0% | 2% | 1% | 3% | 3% | 3% | 2% | | |

➤ Note: Looking more closely at changes in the number of educators from 1997 to 2001, the areas of greatest percentage *growth* over the last 5 years are elementary teachers at 13 percent, other professional staff at 22 percent, guidance counselors at 12 percent, and middle school teachers at 13 percent. The areas of *decline* or *low growth* are among supervisors. The areas with the largest increase in numbers are elementary teachers (2,601) and high school teachers (1,065).

Table 5: Profile and Changes in Educational Positions in Tennessee

| Position | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 1997-2001 |
|--------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|
| Administrators | | | | | | | | | | | |
| Elem. Principals | 1,130 | 1,118 | 1,130 | 1,104 | 1,122 | 1,113 | 1,117 | 1,132 | 1,136 | 1,126 | 13 |
| <i>Percent Change from Last Year</i> | -1% | -1% | 1% | -2% | 2% | -1% | 0% | 1% | 0% | -1% | 1% |
| Secondary Principals | 319 | 310 | 306 | 309 | 303 | 297 | 306 | 308 | 310 | 320 | 23 |
| <i>Percent Change from Last Year</i> | -1% | -3% | -1% | 1% | -2% | -2% | 3% | 1% | 1% | 3% | 8% |
| Supervisors | 584 | 584 | 582 | 575 | 573 | 582 | 575 | 575 | 568 | 571 | -11 |
| <i>Percent Change from Last Year</i> | 0% | 0% | 0% | -1% | 0% | 2% | -1% | 0% | -1% | 1% | -2% |
| Staff | | | | | | | | | | | |
| Guidance Counselors | 1,171 | 1,342 | 1,412 | 1,472 | 1,540 | 1,575 | 1,614 | 1,676 | 1,707 | 1,770 | 195 |
| <i>Percent Change from Last Year</i> | 7% | 15% | 5% | 4% | 5% | 2% | 2% | 4% | 2% | 4% | 12% |
| Librarians | 1,332 | 1,382 | 1,388 | 1,387 | 1,419 | 1,397 | 1,420 | 1,428 | 1,425 | 1,457 | 60 |
| <i>Percent Change from Last Year</i> | -3% | 4% | 0% | 0% | 2% | -2% | 2% | 1% | 0% | 2% | 4% |
| Other Professional Staff | 1,782 | 1,891 | 1,963 | 2,002 | 2,066 | 2,083 | 2,137 | 2,298 | 2,430 | 2,532 | 449 |
| <i>Percent Change from Last Year</i> | -4% | 6% | 4% | 2% | 3% | 1% | 3% | 8% | 6% | 4% | 22% |
| Teachers | | | | | | | | | | | |
| Kindergarten Teachers | 3,027 | 3,128 | 3,265 | 3,320 | 3,504 | 3,595 | 3,665 | 3,724 | 3,776 | 3,797 | 202 |
| <i>Percent Change from Last Year</i> | 0% | 3% | 4% | 2% | 6% | 3% | 2% | 2% | 1% | 1% | 6% |
| Elementary Teachers | 16,262 | 16,611 | 16,916 | 16,856 | 17,181 | 17,473 | 18,263 | 18,951 | 19,720 | 20,074 | 2,601 |
| <i>Percent Change from Last Year</i> | 0% | 2% | 2% | 0% | 2% | 2% | 5% | 4% | 4% | 2% | 15% |
| Middle School Teachers | 4,989 | 5,189 | 5,362 | 5,443 | 5,606 | 5,571 | 5,749 | 5,911 | 6,135 | 6,310 | 739 |
| <i>Percent Change from Last Year</i> | 0% | 4% | 3% | 2% | 3% | -1% | 3% | 3% | 4% | 3% | 13% |
| Jr. High School Teachers | 4,500 | 4,542 | 4,715 | 4,775 | 5,385 | 5,368 | 5,431 | 5,655 | 5,723 | 5,768 | 400 |
| <i>Percent Change from Last Year</i> | 2% | 1% | 4% | 1% | 13% | 0% | 1% | 4% | 1% | 1% | 7% |
| High School | 12,563 | 12,632 | 12,932 | 12,977 | 12,707 | 12,629 | 13,039 | 13,332 | 13,513 | 13,694 | 1,065 |
| <i>Percent Change from Last Year</i> | -2% | 1% | 2% | 0% | -2% | -1% | 3% | 2% | 1% | 1% | 8% |
| Special Education | 4,963 | 5,016 | 5,234 | 5,259 | 5,420 | 5,459 | 5,600 | 5,814 | 5,928 | 5,993 | 534 |
| <i>Percent Change from Last Year</i> | 1% | 1% | 4% | 0% | 3% | 1% | 3% | 4% | 2% | 1% | 10% |

Female Educators

➤ Note: The area with the greatest percentage of female educators in 2000-2001 is professional staff at 85 percent; the lowest is administration at 41 percent.

➤ Note: There is a steady incremental increase in the percentage of female administrators over the past 10 years.

➤ Note: Among teaching categories early childhood education, kindergarten, elementary, and special education show the greatest percent female. High school and Jr. high school show the lowest percentage of females---the lowest areas being social studies and vocational ed. The highest areas in high school are language arts and foreign languages

➤ Note: Among staff, librarians are 95 percent female.

Table 6: Percentage Female by Educational Assignment in Tennessee

| Position | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| Administrators | 28% | 30% | 31% | 33% | 34% | 36% | 37% | 38% | 41% | 41% |
| Staff | 83% | 84% | 84% | 85% | 85% | 84% | 85% | 85% | 85% | 85% |
| Teachers | 79% | 79% | 79% | 79% | 79% | 79% | 79% | 78% | 78% | 78% |
| All Educators | 76% | 77% | 77% | 77% | 77% | 77% | 77% | 77% | 77% | 77% |
| | | | | | | | | | | |
| Administrators | | | | | | | | | | |
| Superintendents | 10% | 10% | 10% | 13% | 13% | 12% | 12% | 15% | 17% | 13% |
| Asst. Superintendents | 26% | 25% | 30% | 36% | 38% | 45% | 36% | 41% | 44% | 40% |
| Elem. Principals | 34% | 36% | 38% | 40% | 41% | 43% | 45% | 46% | 47% | 49% |
| Secondary Principals | 13% | 14% | 15% | 14% | 16% | 15% | 15% | 15% | 16% | 18% |
| Elem. & Sec. Principals | 6% | 10% | 11% | 9% | 11% | 13% | 15% | 14% | 18% | 24% |
| Asst. Elem. Principals | 49% | 47% | 48% | 52% | 54% | 56% | 55% | 54% | 58% | 57% |
| Asst. Sec. Principals | 19% | 20% | 22% | 25% | 25% | 28% | 29% | 32% | 32% | 33% |
| Asst. Elem. & Sec. Principals | 22% | 24% | 30% | 30% | 37% | 40% | 48% | 41% | 49% | 41% |
| Other Administrative | 23% | 27% | 28% | 26% | 21% | 16% | 22% | 22% | 26% | 35% |
| Staff | | | | | | | | | | |
| Guidance Counselors | 81% | 82% | 82% | 84% | 83% | 84% | 84% | 84% | 84% | 84% |
| Librarians | 97% | 97% | 97% | 97% | 96% | 96% | 96% | 96% | 95% | 95% |
| Supervisors | 58% | 59% | 59% | 59% | 59% | 58% | 60% | 61% | 62% | 63% |
| Other Professional Staff | 74% | 75% | 75% | 76% | 77% | 77% | 78% | 79% | 80% | 80% |
| Teachers | | | | | | | | | | |
| Special Education | 89% | 90% | 89% | 89% | 89% | 88% | 88% | 87% | 86% | 86% |
| Early Childhood Education | 98% | 98% | 98% | 98% | 99% | 100% | 100% | 98% | 98% | 97% |
| Kindergarten Teachers | 99% | 99% | 99% | 99% | 99% | 99% | 98% | 98% | 98% | 98% |
| Elementary Teachers | 92% | 91% | 91% | 91% | 91% | 90% | 90% | 89% | 89% | 89% |
| Middle School Teachers | 83% | 84% | 84% | 83% | 83% | 83% | 83% | 83% | 83% | 83% |
| Jr. High School Teachers | 66% | 66% | 67% | 68% | 68% | 68% | 68% | 68% | 69% | 69% |
| HS Business | 80% | 80% | 79% | 81% | 78% | 77% | 76% | 74% | 76% | 74% |
| HS Language Arts | 84% | 83% | 84% | 84% | 84% | 83% | 82% | 82% | 81% | 81% |
| HS Social Studies | 31% | 33% | 33% | 32% | 32% | 32% | 32% | 32% | 32% | 32% |
| HS Foreign Language | 83% | 84% | 83% | 82% | 82% | 81% | 82% | 82% | 80% | 79% |
| HS Mathematics | 60% | 59% | 60% | 61% | 61% | 60% | 60% | 60% | 59% | 60% |
| HS Science | 43% | 45% | 45% | 46% | 48% | 48% | 51% | 50% | 51% | 50% |
| HS Vocational Ed. | 50% | 50% | 50% | 49% | 49% | 50% | 51% | 51% | 50% | 50% |
| HS Other HS | 47% | 46% | 46% | 46% | 44% | 46% | 48% | 47% | 48% | 48% |

Race/Ethnicity by Position

➤ Note: Of concern is the increasing number of “unknowns” in the race/ethnicity data. This number has increased steadily since 1994-95 to the present. Given the “unknown” data these race/ethnicity data must be interpreted with caution.

➤ Note: The table below shows the race/ethnicity distribution for the entire educator workforce and its changes. The composition of the workforce has remained largely the same over the years, show a slight decline in white educators in recent years—however, this is in conjunction with a substantial increase in “unknowns” over the years.

Table 7: Race distribution of total public educator workforce

| RACE | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|--------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| White | 45,006 | 46,179 | 47,583 | 47,904 | 48,938 | 49,100 | 50,180 | 51,455 | 52,234 | 52,869 |
| Black | 6,403 | 6,433 | 6,516 | 6,500 | 6,621 | 6,576 | 6,797 | 7,042 | 7,312 | 7,458 |
| Hispanic | 50 | 56 | 63 | 64 | 84 | 93 | 104 | 104 | 118 | 147 |
| Asian/Pacific Islander | 31 | 33 | 30 | 39 | 43 | 46 | 55 | 64 | 71 | 79 |
| American Indian/Native Alaskan | 50 | 52 | 48 | 45 | 46 | 46 | 50 | 54 | 55 | 58 |
| Unknown | 2,136 | 2,143 | 2,176 | 2,191 | 2,391 | 2,654 | 3,170 | 3,581 | 4,147 | 4,458 |
| Total | 53,676 | 54,896 | 56,416 | 56,743 | 58,123 | 58,515 | 60,356 | 62,300 | 63,937 | 65,069 |

Changes from previous year

| | | | | | | | | | | |
|--------------------------------|------|------|------|-----|------|-----|------|------|------|------|
| White | -131 | 1173 | 1404 | 321 | 1034 | 162 | 1080 | 1275 | 779 | 635 |
| Black | -23 | 30 | 83 | -16 | 121 | -45 | 221 | 245 | 270 | 146 |
| Hispanic | 5 | 6 | 7 | 1 | 20 | 9 | 11 | 0 | 14 | 29 |
| Asian/Pacific Islander | -2 | 2 | -3 | 9 | 4 | 3 | 9 | 9 | 7 | 8 |
| American Indian/Native Alaskan | -1 | 2 | -4 | -3 | 1 | 0 | 4 | 4 | 1 | 3 |
| Unknown | 52 | 7 | 33 | 15 | 200 | 263 | 516 | 411 | 566 | 311 |
| Total | -100 | 1220 | 1520 | 327 | 1380 | 392 | 1841 | 1944 | 1637 | 1132 |

Percent change from previous year

| | | | | | | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| White | 0% | 3% | 3% | 1% | 2% | 0% | 2% | 3% | 2% | 1% |
| Black | 0% | 0% | 1% | 0% | 2% | -1% | 3% | 4% | 4% | 2% |
| Hispanic | 11% | 12% | 13% | 2% | 31% | 11% | 12% | 0% | 13% | 25% |
| Asian/Pacific Islander | -6% | 6% | -9% | 30% | 10% | 7% | 20% | 16% | 11% | 11% |
| American Indian/Native Alaskan | -2% | 4% | -8% | -6% | 2% | 0% | 9% | 8% | 2% | 5% |
| Unknown | 2% | 0% | 2% | 1% | 9% | 11% | 19% | 13% | 16% | 7% |
| Total | 0% | 2% | 3% | 1% | 2% | 1% | 3% | 3% | 3% | 2% |

Percent Distribution by year

| | | | | | | | | | | |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| White | 83.8% | 84.1% | 84.3% | 84.4% | 84.2% | 83.9% | 83.1% | 82.6% | 81.7% | 81.3% |
| Black | 11.9% | 11.7% | 11.5% | 11.5% | 11.4% | 11.2% | 11.3% | 11.3% | 11.4% | 11.5% |
| Hispanic | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.2% | 0.2% | 0.2% | 0.2% | 0.2% |
| Asian/Pacific Islander | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |
| American Indian/Native Alaskan | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% | 0.1% |
| Unknown | 4.0% | 3.9% | 3.9% | 3.9% | 4.1% | 4.5% | 5.3% | 5.7% | 6.5% | 6.9% |

Black Educators

- Note: Blacks represented 11.5 percent of the total educator workforce in 2000-2001.
- Note: The percent of black superintendents more than doubled from 1.5 percent in 2000 to 3.3 percent in 2001.
- Note: The higher percentages for blacks are in administrative positions.
- Note: Among teachers, blacks have the highest representation among middle school teachers at 12.8 percent.
- Note: Among staff, 15.3 percent are guidance counselors, while only 7.3 percent are librarians.

Table 8: Percentage of Black Educators by Educational Assignment in Tennessee 1991-92 to 2000-2001

| Position | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|--|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
| TOTAL | 11.9% | 11.7% | 11.5% | 11.5% | 11.4% | 11.2% | 11.3% | 11.3% | 11.4% | 11.5% |
| Asst. Sec. Principals | 22.1% | 23.2% | 23.5% | 23.4% | 24.3% | 24.1% | 23.8% | 22.1% | 21.2% | 22.9% |
| Asst. Elem. Principals | 27.8% | 24.8% | 23.0% | 21.6% | 21.3% | 18.9% | 18.2% | 17.5% | 18.1% | 18.4% |
| Secondary Principals | 15.4% | 16.5% | 15.7% | 15.2% | 15.2% | 14.8% | 16.7% | 15.3% | 16.8% | 17.2% |
| HS Other HS | 13.7% | 14.7% | 15.1% | 15.3% | 14.2% | 14.3% | 13.4% | 13.6% | 16.8% | 16.9% |
| Elem. Principals | 11.9% | 12.1% | 13.3% | 13.9% | 14.1% | 14.2% | 14.5% | 14.8% | 15.3% | 15.9% |
| Guidance Counselors | 18.4% | 17.7% | 17.4% | 16.9% | 16.1% | 14.3% | 14.4% | 14.7% | 15.3% | 15.3% |
| Elem. & Sec. Principals | 6.3% | 5.8% | 7.4% | 9.3% | 12.7% | 9.1% | 15.4% | 15.7% | 14.0% | 13.0% |
| Middle School Teachers | 13.7% | 13.4% | 12.9% | 12.5% | 12.5% | 12.3% | 12.6% | 12.7% | 12.9% | 12.8% |
| Jr. High School Teachers | 10.7% | 10.5% | 10.5% | 10.7% | 11.9% | 11.7% | 11.5% | 12.0% | 12.3% | 12.7% |
| HS Business | 14.4% | 13.4% | 13.5% | 12.8% | 13.6% | 13.2% | 14.5% | 15.2% | 12.7% | 11.9% |
| Elementary Teachers | 12.8% | 12.4% | 12.1% | 11.8% | 11.8% | 11.8% | 11.8% | 11.7% | 11.6% | 11.6% |
| Special Education | 11.5% | 11.4% | 11.2% | 11.2% | 11.0% | 10.8% | 10.9% | 11.4% | 11.6% | 11.5% |
| Asst. Superintendents | 15.8% | 20.8% | 21.7% | 20.0% | 23.1% | 19.4% | 18.2% | 10.3% | 11.8% | 11.4% |
| Other Professional Staff | 10.0% | 10.0% | 9.6% | 9.8% | 9.8% | 9.3% | 9.9% | 9.8% | 10.4% | 10.5% |
| HS Science | 9.4% | 9.5% | 9.2% | 9.1% | 9.5% | 9.8% | 9.0% | 9.0% | 9.3% | 9.5% |
| Kindergarten Teachers | 10.1% | 9.4% | 9.2% | 9.2% | 9.2% | 9.2% | 9.2% | 9.0% | 8.8% | 8.8% |
| Other Administrative | 16.7% | 18.2% | 18.8% | 16.1% | 10.7% | 12.0% | 17.4% | 17.4% | 11.1% | 8.7% |
| HS Vocational Ed. | 9.6% | 10.0% | 10.1% | 10.3% | 9.7% | 9.3% | 9.3% | 9.1% | 8.1% | 8.3% |
| Librarians | 9.8% | 9.3% | 9.0% | 8.7% | 8.5% | 7.9% | 7.7% | 7.5% | 7.5% | 7.3% |
| HS Language Arts | 10.5% | 9.8% | 9.5% | 9.3% | 9.0% | 8.5% | 8.8% | 8.8% | 7.7% | 7.2% |
| HS Mathematics | 9.6% | 8.4% | 8.5% | 8.3% | 7.9% | 8.0% | 7.6% | 7.9% | 7.1% | 7.1% |
| Supervisors | 9.1% | 9.6% | 9.5% | 9.9% | 9.4% | 8.6% | 8.3% | 7.3% | 6.9% | 7.0% |
| Early Childhood Education | 5.5% | 5.4% | 6.0% | 5.8% | 5.5% | 5.4% | 5.2% | 5.7% | 6.3% | 6.2% |
| HS Social Studies | 6.8% | 6.6% | 7.0% | 6.6% | 6.1% | 6.4% | 6.3% | 6.4% | 5.6% | 5.4% |
| Asst. Elem. & Sec. Principals | 10.8% | 11.8% | 8.1% | 7.5% | 12.2% | 15.0% | 16.7% | 18.9% | 12.2% | 5.1% |
| HS Foreign Language | 5.7% | 5.8% | 5.6% | 5.8% | 5.5% | 6.2% | 6.3% | 6.3% | 5.6% | 5.0% |
| Superintendents | 0.7% | 0.7% | 1.5% | 1.5% | 1.5% | 0.8% | 0.8% | 1.5% | 1.6% | 3.3% |

➤ Note: The total number of black educators has increased 3 percent each year from 1997-98 to 1999-2000, and by 2 percent in 2000-2001. The number of new entrants has been increasing since 1993-94, with substantial increases to 629 new entrants in 2000, then a drop to 439 in 2001. Re-entrants reached a high in 1999-200 of 284 persons. Again---recall data issues with regard to the number of “unknowns” reported for race/ethnicity when interpreting these data.

Table 9: Black Educators Entering and Leaving Educator 1992 to 2001

Note: change from previous report is results from using more recent years of data to fill in formerly missing race/ethnicity data.

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| All Educators | 53676 | 54896 | 56416 | 56743 | 58124 | 58517 | 60361 | 62307 | 63947 | 65082 |
| Percent of All Educators | 12% | 12% | 12% | 11% | 11% | 11% | 11% | 11% | 11% | 11% |
| Grand Total | 6403 | 6433 | 6516 | 6500 | 6621 | 6576 | 6797 | 7042 | 7312 | 7458 |
| Change from Previous Year | -0.4% | 0.5% | 1.3% | -0.2% | 1.9% | -0.7% | 3.4% | 3.6% | 3.8% | 2.0% |
| Retained from Previous Year | 6178 | 6008 | 6118 | 6044 | 6109 | 6070 | 6245 | 6433 | 6399 | 6749 |
| New Entrants | 114 | 248 | 223 | 264 | 294 | 315 | 357 | 411 | 629 | 439 |
| Reentrants | 111 | 177 | 175 | 192 | 218 | 191 | 195 | 198 | 284 | 270 |
| New Entrants+ Reentrants minus those who left in the previous year | 225 | 425 | 398 | 456 | 512 | 506 | 552 | 609 | 913 | 709 |

➤ Note: The total number of black teachers increased steadily over the past 5 years.

➤ Note: Black new entrants have increased steadily since 1993-94 only to drop in 2000-2001.

Table 10: Black Teachers Entering and Leaving Educator 1992 to 2001

Note: change from previous report is results from using more recent years of data to fill in formerly missing race/ethnicity data.

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| All Teachers | 46,359 | 47,210 | 48,541 | 48,751 | 49,948 | 50,242 | 51,920 | 53,580 | 55,018 | 55,925 |
| Percent of All Educators | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% | 10% |
| Grand Total | 5453 | 5431 | 5496 | 5463 | 5568 | 5567 | 5747 | 5974 | 6194 | 6292 |
| Change from Previous Year | -0.7% | -0.4% | 1.2% | -0.6% | 1.9% | 0.0% | 3.2% | 3.9% | 3.7% | 1.6% |
| Retained from Previous Year | 5240 | 5029 | 5120 | 5032 | 5076 | 5077 | 5221 | 5396 | 5355 | 5633 |
| New Entrants | 113 | 240 | 213 | 249 | 286 | 309 | 348 | 394 | 587 | 414 |
| Reentrants | 100 | 162 | 163 | 182 | 206 | 181 | 178 | 184 | 252 | 245 |
| New Entrants+ Reentrants minus those who left in the previous year | -3 | 83 | 104 | 36 | 164 | 29 | 233 | 267 | 270 | 167 |

Years of Experience for Educators

➤ Note: Ranking positions from high to low in terms of the average level of experience, we find administrators having the highest levels of experience, with special education, and early childhood education at the lowest levels.

➤ Note: Among high school teachers math, science, and foreign language show the lowest average experience levels, reflecting the attrition rate of those positions in highest demand in the broader economic market.

Table 11: Positions Ranked by Average Experience, from High to Low, for 2000-2001

| Position | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| Asst. Superintendents | 28 | 29 | 30 | 29 | 29 | 29 | 30 | 30 | 30 | 30 |
| Superintendents | 25 | 26 | 26 | 26 | 27 | 26 | 27 | 28 | 27 | 27 |
| Other Administrative | 23 | 25 | 27 | 26 | 27 | 27 | 28 | 27 | 28 | 27 |
| Supervisors | 24 | 24 | 24 | 24 | 25 | 25 | 25 | 25 | 26 | 26 |
| Elem. Principals | 24 | 24 | 24 | 24 | 24 | 25 | 25 | 25 | 25 | 25 |
| Asst. Sec. Principals | 23 | 23 | 23 | 23 | 23 | 23 | 23 | 24 | 23 | 23 |
| Asst. Elem. Principals | 22 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 | 21 |
| Asst. Elem. & Sec. Principals | 20 | 21 | 20 | 20 | 20 | 17 | 17 | 18 | 16 | 20 |
| Librarians | 19 | 19 | 19 | 19 | 19 | 19 | 20 | 20 | 20 | 20 |
| Guidance Counselors | 20 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 18 |
| Other Professional Staff | 16 | 16 | 16 | 16 | 16 | 17 | 17 | 17 | 16 | 17 |
| HS Language Arts | 17 | 16 | 16 | 16 | 16 | 16 | 16 | 16 | 15 | 15 |
| HS Other HS | 14 | 15 | 15 | 15 | 15 | 14 | 15 | 14 | 15 | 15 |
| Kindergarten Teachers | 12 | 12 | 13 | 13 | 13 | 13 | 13 | 13 | 13 | 14 |
| HS Business | 18 | 18 | 18 | 18 | 17 | 16 | 16 | 16 | 15 | 14 |
| HS Social Studies | 17 | 16 | 16 | 15 | 15 | 15 | 15 | 15 | 14 | 14 |
| HS Vocational Ed. | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 15 | 14 | 14 |
| Elementary Teachers | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 13 | 13 |
| Middle School Teachers | 15 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 13 | 13 |
| Jr. High School Teachers | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 14 | 13 |
| HS Foreign Language | 14 | 13 | 13 | 13 | 13 | 14 | 14 | 14 | 13 | 13 |
| HS Mathematics | 16 | 15 | 15 | 14 | 14 | 14 | 14 | 14 | 13 | 13 |
| HS Science | 16 | 15 | 14 | 14 | 14 | 14 | 14 | 14 | 13 | 13 |
| Special Education | 11 | 11 | 11 | 12 | 12 | 12 | 12 | 12 | 12 | 12 |
| Early Childhood Education | 6 | 6 | 6 | 7 | 7 | 7 | 8 | 7 | 8 | 7 |

Changing Experience Levels

➤ Note: The experience level of the workforce has changed greatly over the last 10 years. The greatest changes have occurred in the 0-5 years of experience group, growing from 19 percent of the workforce in 1991-92 to 29 percent in 2000-2001---and actually increasing by more than 8,000 teachers. The other group that has grown is the 20-29 year experience group, growing from 24 percent in 1991-92 to 27 percent in 2000-2001. In 2000-2001, the 0-5 and the 20-29 year experience group accounts for more than 56 percent of the workforce.

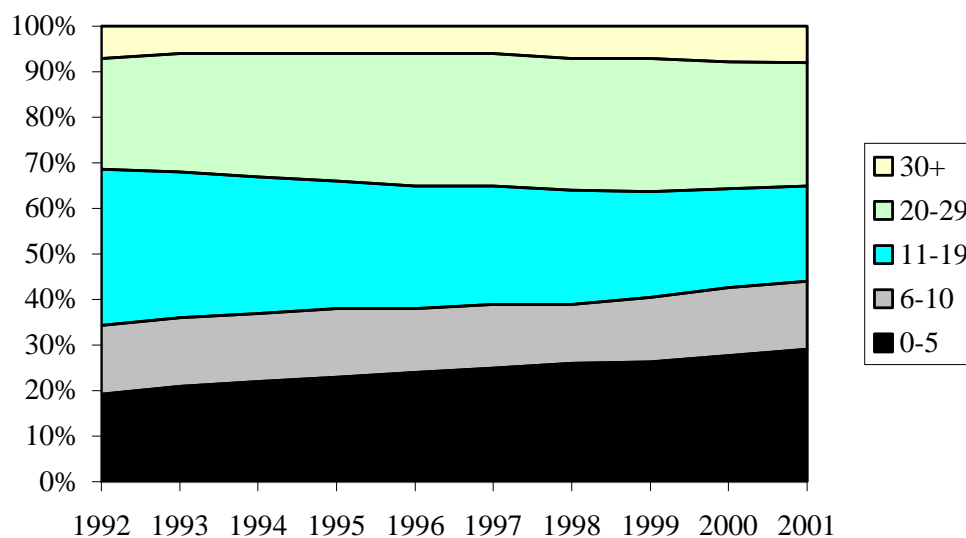
Table 12: Experience Shares by Year, All Educators

| Experience Level | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| 0-5 | 10,122 | 11,430 | 12,324 | 12,917 | 13,781 | 14,418 | 15,781 | 16,488 | 17,952 | 18,573 |
| 6-10 | 8,267 | 8,332 | 8,500 | 8,228 | 8,192 | 8,154 | 8,094 | 8,870 | 9,413 | 10,032 |
| 11-19 | 18,484 | 17,634 | 16,885 | 16,091 | 15,645 | 15,147 | 14,847 | 14,354 | 13,830 | 13,630 |
| 20-29 | 13,147 | 14,039 | 15,131 | 15,977 | 16,763 | 17,073 | 17,509 | 17,972 | 17,800 | 17,350 |
| 30+ | 3,656 | 3,461 | 3,576 | 3,530 | 3,743 | 3,725 | 4,130 | 4,623 | 4,947 | 5,491 |
| Unknown | | | | | | | | | 5 | 6 |
| Total | 53,676 | 54,896 | 56,416 | 56,743 | 58,124 | 58,517 | 60,361 | 62,307 | 63,947 | 65,082 |

| Experience Level | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|------------------|------|------|------|------|------|------|------|------|------|------|
| 0-5 | 19% | 21% | 22% | 23% | 24% | 25% | 26% | 26% | 28% | 29% |
| 6-10 | 15% | 15% | 15% | 15% | 14% | 14% | 13% | 14% | 15% | 15% |
| 11-19 | 34% | 32% | 30% | 28% | 27% | 26% | 25% | 23% | 22% | 21% |
| 20-29 | 24% | 26% | 27% | 28% | 29% | 29% | 29% | 29% | 28% | 27% |
| 30+ | 7% | 6% | 6% | 6% | 6% | 6% | 7% | 7% | 8% | 8% |
| Unknown | | | | | | | | | 0% | 0% |

The “squeezing” of the middle year experienced teachers is show in figure 1.

Figure 1: Experience Shares by Year, All Educators



Level of Education for Educators

➤ Note: Ranking positions from high to low, for the most current year, in terms of the percent by position with a MA degree and higher shows administrators have the highest percentages. Middle school teachers, early childhood education, kindergarten, elementary, and vocational educators have less than 50 percent with degrees at MA level or higher.

Table 13: Positions Ranked by Degree Level- Percent of Workforce with MA degree and higher, Sorted from High to Low, for 2000-2001

| Position | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| Asst. Superintendents | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Secondary Principals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 99% | 100% | 100% |
| Elem. Principals | 98% | 98% | 98% | 98% | 98% | 99% | 99% | 99% | 99% | 99% |
| Guidance Counselors | 97% | 96% | 95% | 96% | 96% | 96% | 97% | 98% | 98% | 98% |
| Superintendents | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 99% | 98% | 98% |
| Elem. & Sec. Principals | 98% | 98% | 98% | 98% | 98% | 98% | 98% | 98% | 98% | 98% |
| Asst. Sec. Principals | 97% | 96% | 96% | 97% | 96% | 96% | 97% | 97% | 98% | 98% |
| Asst. Elem. Principals | 95% | 97% | 98% | 98% | 97% | 98% | 97% | 96% | 96% | 97% |
| Other Administrative | 100% | 100% | 100% | 100% | 100% | 96% | 100% | 96% | 93% | 96% |
| Supervisors | 94% | 95% | 95% | 95% | 95% | 95% | 95% | 94% | 95% | 95% |
| Asst. Elem. & Sec. Principals | 95% | 94% | 89% | 90% | 88% | 88% | 93% | 86% | 83% | 92% |
| Other Professional Staff | 76% | 76% | 77% | 76% | 77% | 79% | 80% | 81% | 83% | 83% |
| Librarians | 70% | 70% | 71% | 72% | 72% | 72% | 73% | 73% | 74% | 75% |
| HS Mathematics | 60% | 57% | 57% | 57% | 58% | 58% | 57% | 57% | 56% | 59% |
| HS Science | 64% | 62% | 60% | 59% | 59% | 58% | 58% | 59% | 56% | 59% |
| HS Business | 53% | 51% | 50% | 50% | 52% | 53% | 50% | 51% | 53% | 58% |
| HS Language Arts | 59% | 58% | 57% | 57% | 56% | 57% | 56% | 57% | 56% | 58% |
| HS Foreign Language | 58% | 55% | 55% | 54% | 54% | 56% | 55% | 56% | 54% | 57% |
| Special Education | 53% | 52% | 52% | 53% | 54% | 55% | 54% | 54% | 54% | 56% |
| HS Other HS | 51% | 54% | 53% | 54% | 52% | 50% | 51% | 50% | 52% | 55% |
| HS Social Studies | 60% | 57% | 56% | 53% | 54% | 56% | 54% | 55% | 54% | 54% |
| Jr. High School Teachers | 50% | 49% | 49% | 50% | 50% | 51% | 51% | 50% | 50% | 53% |
| Middle School Teachers | 47% | 46% | 46% | 46% | 47% | 48% | 48% | 48% | 47% | 49% |
| Kindergarten Teachers | 41% | 41% | 41% | 42% | 43% | 44% | 44% | 45% | 45% | 49% |
| Elementary Teachers | 43% | 43% | 42% | 43% | 44% | 44% | 45% | 45% | 45% | 47% |
| Early Childhood Education | 38% | 36% | 33% | 36% | 41% | 44% | 43% | 39% | 41% | 45% |
| HS Vocational Ed. | 42% | 42% | 42% | 42% | 41% | 42% | 41% | 40% | 39% | 39% |

Educator Workforce Dynamics

➤ **DEFINITION:** Educator dynamics examines the number of educators retained from one year to the next (the largest source of supply), newly hired educators with no experience, and re-entrants or educators who have had previous experience in teaching.

➤ **Note:** The characteristics of educators (administrators, staff, teachers) are shown in the table below. Differences among these categories of educators are significant. Notably, the percentage of blacks as administrators is much higher than their representation in staff and teachers.

Table 14: Characteristics of Educators Who Stayed, Left, or Entered the Education Workforce in 2000-2001

| | | ~Left Previous Year | Retained | Re-Entrant | New |
|-----------------------|----------------------------------|---------------------|----------|------------|----------|
| Administrators | Number | 210 | 2414 | 35 | 4 |
| | Percent | 7.4% | 98.4% | 1.4% | 0.2% |
| | Age | 55.0 | 50.1 | 48.4 | 51.0 |
| | Experience | 28 | 24 | 19.1 | 0.0 |
| | Average Salary | \$62,524 | \$57,736 | \$61,064 | \$34,064 |
| | Change in Average Salary* | 4.9% | 0.1% | 6.7% | 22.5% |
| | Percent Black | 13.8% | 19.6% | 22.9% | 50.0% |
| | | | | | |
| Staff | Number | 488 | 5867 | 227 | 236 |
| | Percent | 7.6% | 92.7% | 3.6% | 3.7% |
| | Age | 50.1 | 49.2 | 43.8 | 29.8 |
| | Experience | 17.9 | 19.7 | 10.4 | 0.0 |
| | Average Salary | \$42,471 | \$45,157 | \$32,208 | \$25,340 |
| | Change in Average Salary* | 3% | 0.0% | -13.1% | -11.3% |
| | Percent Black | 8.6% | 11.0% | 7.5% | 9.7% |
| | | | | | |
| Teachers | Number | 4633 | 49968 | 2461 | 3496 |
| | Percent | 8.0% | 89.3% | 4.4% | 6.3% |
| | Age | 44.4 | 44.6 | 39.8 | 28.5 |
| | Experience | 11.8 | 14.5 | 7.9 | 0.0 |
| | Average Salary | \$35,100 | \$37,816 | \$30,420 | \$23,805 |
| | Change in Average Salary* | 0.5% | -0.2% | -7.7% | -12.0% |
| | Percent Black | 10.6% | 11.3% | 10.0% | 11.8% |
| | | | | | |

* Change in salary for the same group in the previous year

~The percent for attrition is based on the previous year totals

Educators Retained from One Year to the Next

➤ Note: The percentage of educators who remain from one year to the next has remained quite stable over the past 5 years, decreasing slightly.

➤ **DEFINITION:** “Remaining” means: Number of current workforce that was employed in the previous year in Tennessee public education. Teachers so retained represent the largest source of supply.

➤ Note: Around 89 percent of teachers, 98 percent of administrators, and 93 percent of professional staff are composed of educators who were retained from the previous year’s workforce.

Table 15: Tennessee Educators Remaining in the Workforce from the Previous Year 1992-2001

| Position | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|--------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Administrators | | | | | | | | | | |
| <i>Total</i> | 2448 | 2487 | 2530 | 2556 | 2578 | 2638 | 2695 | 2750 | 2799 | 2827 |
| <i>Remaining</i> | 2433 | 2468 | 2515 | 2528 | 2555 | 2608 | 2664 | 2708 | 2744 | 2781 |
| <i>Percent Remaining</i> | 99% | 99% | 99% | 99% | 99% | 99% | 99% | 98% | 98% | 98% |
| Staff | | | | | | | | | | |
| <i>Total</i> | 4869 | 5199 | 5345 | 5436 | 5598 | 5637 | 5746 | 5977 | 6130 | 6330 |
| <i>Remaining</i> | 4740 | 4884 | 5092 | 5144 | 5330 | 5366 | 5429 | 5605 | 5687 | 5867 |
| <i>Percent Remaining</i> | 97% | 94% | 95% | 95% | 95% | 95% | 94% | 94% | 93% | 93% |
| Teachers | | | | | | | | | | |
| <i>Total</i> | 46,359 | 47,210 | 48,541 | 48,751 | 49,948 | 50,242 | 51,920 | 53,580 | 55,018 | 55,925 |
| <i>Remaining</i> | 43,729 | 42,407 | 44,361 | 44,684 | 45,562 | 45,626 | 46,760 | 48,211 | 48,633 | 49,968 |
| <i>Percent Remaining</i> | 94% | 90% | 91% | 92% | 91% | 91% | 90% | 90% | 88% | 89% |

Movement of Educators Among Districts and Positions

➤ Note: Among teachers 2 percent change district from one year to the next, while only 1 percent of administrators do, and only 2 percent of professional staff do.

➤ Note: For those educators who remain in their district from the previous year, in 2000-2001, 7 percent of teachers changed position (changes within teaching or to administration or staff), 10 percent of administrators changed position, and 4 percent of professional staff changed position.

Table 16: Percentage of Retained Educators in Tennessee Who Changed District or Position

| Status | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|------|------|------|------|------|------|------|------|------|------|
| Administrators | | | | | | | | | | |
| Retained from last year Same District/ Same Position | 71% | 87% | 90% | 82% | 88% | 85% | 88% | 84% | 86% | 88% |
| Retained from last year Same District/ Different Position | 28% | 11% | 9% | 17% | 11% | 14% | 12% | 15% | 12% | 11% |
| Retained from last year Different District/ Same Position | 0% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Retained from last year Different District/ Different Position | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| Staff | | | | | | | | | | |
| Retained from last year Same District/ Same Position | 68% | 86% | 92% | 85% | 92% | 92% | 92% | 92% | 92% | 93% |
| Retained from last year Same District/ Different Position | 32% | 11% | 7% | 13% | 7% | 6% | 7% | 7% | 7% | 6% |
| Retained from last year Different District/ Same Position | 0% | 1% | 0% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| Retained from last year Different District/ Different Position | 0% | 1% | 0% | 1% | 0% | 1% | 0% | 0% | 0% | 0% |
| Teachers | | | | | | | | | | |
| Retained from last year Same District/ Same Position | 89% | 92% | 94% | 90% | 93% | 93% | 92% | 93% | 91% | 96% |
| Retained from last year Same District/ Different Position | 10% | 6% | 5% | 8% | 6% | 6% | 6% | 6% | 8% | 3% |
| Retained from last year Different District/ Same Position | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |
| Retained from last year Different District/ Different Position | 1% | 1% | 0% | 1% | 1% | 1% | 1% | 1% | 1% | 1% |

Attrition of Educators

➤ **DEFINITION:** *Attrition* is the converse of retention. Attrition measures those who exit from one year to the next.

➤ **DEFINITION:** The attrition rate and the percent remaining measure two different things. The attrition rate measures the percent of educators who exit the workforce. The percent remaining measures what percent of the workforce is not new entrants or reentrants. For example, if there were 100 educators and 5 left, the attrition rate would be 5%. The 95 remaining educators may be joined in the following year by 10 new hires and 15 reentrants. Thus, the percent remaining would be 95/ (95+10+15) or 79%. We cannot observe attrition in 2000-2001; that requires 2001-20020 data. Thus we can only report attrition *from* 1997-98 to 2000-2001.

➤ **Note:** The attrition rate (the percent of those who leave from one year to the next) for the total workforce has increased in the last two years to 8 percent. All areas show fluctuations in attrition over time.

➤ **Note:** The fluctuations observed may be the result of artifacts in reporting the data. This concern would hold for all tables that show data on attrition.

Table 17: Attrition Rates for Tennessee Educators 1991-92 to 2000-01

| Administrators | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|-----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Grand Total | 2512 | 2448 | 2487 | 2530 | 2556 | 2578 | 2638 | 2695 | 2750 | 2799 |
| Exit Next Year | 2391 | 2276 | 2382 | 2360 | 2436 | 2412 | 2517 | 2556 | 2544 | 2589 |
| Retained to Next Year | 121 | 172 | 105 | 170 | 120 | 166 | 121 | 139 | 206 | 210 |
| <i>Attrition Rate</i> | 5% | 7% | 4% | 7% | 5% | 6% | 5% | 5% | 7% | 8% |
| | | | | | | | | | | |
| Staff | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
| Grand Total | 4892 | 4869 | 5199 | 5345 | 5436 | 5598 | 5637 | 5746 | 5977 | 6130 |
| Exit Next Year | 4620 | 4484 | 4904 | 4955 | 5130 | 5203 | 5274 | 5418 | 5515 | 5642 |
| Retained to Next Year | 272 | 385 | 295 | 390 | 306 | 395 | 363 | 328 | 462 | 488 |
| <i>Attrition Rate</i> | 6% | 8% | 6% | 7% | 6% | 7% | 6% | 6% | 8% | 8% |
| | | | | | | | | | | |
| Teachers | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
| Grand Total | 46372 | 46359 | 47210 | 48541 | 48751 | 49948 | 50242 | 51920 | 53580 | 55018 |
| Exit Next Year | 43891 | 42999 | 44682 | 45041 | 45881 | 45985 | 47062 | 48550 | 49005 | 50385 |
| Retained to Next Year | 2481 | 3360 | 2528 | 3500 | 2870 | 3963 | 3180 | 3370 | 4575 | 4633 |
| <i>Attrition Rate</i> | 5% | 7% | 5% | 7% | 6% | 8% | 6% | 6% | 9% | 8% |
| | | | | | | | | | | |
| All Educators | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
| Grand Total | 53776 | 53676 | 54896 | 56416 | 56743 | 58124 | 58517 | 60361 | 62307 | 63947 |
| Exit Next Year | 50902 | 49759 | 51968 | 52356 | 53447 | 53600 | 54853 | 56524 | 57064 | 58616 |
| Retained to Next Year | 2874 | 3917 | 2928 | 4060 | 3296 | 4524 | 3664 | 3837 | 5243 | 5331 |
| <i>Attrition Rate</i> | 5% | 7% | 5% | 7% | 6% | 8% | 6% | 6% | 8% | 8% |

Educator Attrition by Level of Experience

➤ Note: Attrition rates vary by level of experience. New educators with less than 6 years experience exit at rates in excess of 10 percent per year. Educators with over 10 years experience and less than 28 years exit at rates that rarely exceed 5 percent. Above 27 years, the rate of attrition increases greatly.

➤ Note: The attrition rates for teachers with less experience have been increasing in recent years.

Table 18: Attrition by Years of Experience 0 to 30 Years

| Experience | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | | Difference in attrition rate from 1991 to 2000 | Difference in attrition rate from 1996 to 2000 |
|------------|------|------|------|------|------|------|------|------|------|------|--|--|--|
| 0 | 7% | 13% | 13% | 16% | 13% | 17% | 15% | 16% | 16% | 17% | | 10% | 0% |
| 1 | 11% | 14% | 10% | 12% | 11% | 13% | 12% | 11% | 13% | 14% | | 3% | 1% |
| 2 | 10% | 13% | 7% | 12% | 10% | 12% | 10% | 10% | 13% | 11% | | 1% | -1% |
| 3 | 8% | 12% | 8% | 10% | 8% | 10% | 9% | 8% | 13% | 11% | | 3% | 1% |
| 4 | 8% | 10% | 8% | 11% | 8% | 10% | 9% | 9% | 10% | 10% | | 2% | 0% |
| 5 | 7% | 9% | 6% | 9% | 7% | 9% | 8% | 8% | 9% | 10% | | 3% | 1% |
| 6 | 7% | 9% | 6% | 8% | 7% | 10% | 7% | 7% | 8% | 9% | | 2% | -1% |
| 7 | 5% | 8% | 5% | 7% | 6% | 7% | 7% | 6% | 7% | 7% | | 1% | 0% |
| 8 | 5% | 7% | 4% | 7% | 5% | 7% | 6% | 4% | 6% | 7% | | 2% | 1% |
| 9 | 4% | 5% | 4% | 5% | 5% | 6% | 6% | 5% | 7% | 6% | | 2% | 0% |
| 10 | 4% | 6% | 4% | 4% | 4% | 6% | 5% | 5% | 8% | 6% | | 2% | 0% |
| 11 | 3% | 5% | 3% | 4% | 4% | 5% | 4% | 5% | 5% | 7% | | 3% | 2% |
| 12 | 3% | 5% | 3% | 4% | 4% | 5% | 5% | 4% | 5% | 4% | | 1% | 0% |
| 13 | 2% | 4% | 3% | 4% | 4% | 4% | 4% | 4% | 5% | 5% | | 2% | 0% |
| 14 | 3% | 4% | 3% | 3% | 3% | 4% | 4% | 4% | 4% | 3% | | 1% | -1% |
| 15 | 2% | 4% | 2% | 4% | 3% | 3% | 4% | 3% | 4% | 4% | | 2% | 1% |
| 16 | 2% | 3% | 2% | 3% | 2% | 3% | 2% | 3% | 5% | 3% | | 1% | 0% |
| 17 | 2% | 3% | 2% | 4% | 2% | 3% | 3% | 3% | 3% | 4% | | 2% | 1% |
| 18 | 2% | 4% | 2% | 3% | 2% | 3% | 3% | 3% | 4% | 4% | | 2% | 1% |
| 19 | 2% | 3% | 1% | 3% | 2% | 3% | 3% | 2% | 4% | 3% | | 1% | 0% |
| 20 | 3% | 3% | 2% | 3% | 2% | 3% | 2% | 3% | 4% | 3% | | 0% | -1% |
| 21 | 2% | 3% | 2% | 3% | 2% | 3% | 2% | 3% | 4% | 3% | | 1% | 0% |
| 22 | 3% | 3% | 3% | 3% | 3% | 3% | 3% | 2% | 4% | 3% | | 1% | 0% |
| 23 | 3% | 4% | 2% | 3% | 2% | 4% | 3% | 3% | 4% | 4% | | 1% | 0% |
| 24 | 4% | 5% | 3% | 4% | 3% | 3% | 3% | 3% | 4% | 4% | | 0% | 1% |
| 25 | 4% | 5% | 3% | 4% | 4% | 4% | 3% | 3% | 4% | 4% | | 0% | 0% |
| 26 | 4% | 4% | 4% | 5% | 4% | 4% | 3% | 3% | 3% | 4% | | 0% | 0% |
| 27 | 5% | 6% | 4% | 6% | 4% | 5% | 5% | 4% | 5% | 5% | | 0% | 0% |
| 28 | 6% | 8% | 8% | 8% | 8% | 13% | 9% | 8% | 10% | 11% | | 5% | -2% |
| 29 | 11% | 17% | 14% | 19% | 13% | 18% | 10% | 10% | 14% | 15% | | 4% | -3% |
| 30 | 12% | 16% | 13% | 14% | 11% | 19% | 9% | 11% | 14% | 13% | | 1% | -5% |

Table 19: Attrition by Years of Experience 30 to 55 Years

| Experience | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | Difference in attrition rate from 1991 to 2000 | Difference in attrition rate from 1996 to 2000 |
|-------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---|---|
| 31 | 14% | 16% | 12% | 16% | 12% | 17% | 9% | 9% | 14% | 12% | -2% | -4% |
| 32 | 18% | 16% | 13% | 15% | 11% | 21% | 10% | 11% | 19% | 12% | -5% | -9% |
| 33 | 16% | 21% | 13% | 18% | 13% | 20% | 11% | 12% | 17% | 13% | -2% | -7% |
| 34 | 15% | 18% | 13% | 19% | 16% | 22% | 14% | 13% | 19% | 21% | 6% | -2% |
| 35 | 17% | 24% | 16% | 19% | 20% | 29% | 14% | 11% | 21% | 17% | 0% | -13% |
| 36 | 21% | 28% | 19% | 24% | 20% | 21% | 17% | 21% | 31% | 18% | -3% | -3% |
| 37 | 22% | 32% | 18% | 22% | 23% | 28% | 23% | 12% | 24% | 26% | 4% | -2% |
| 38 | 25% | 30% | 19% | 35% | 22% | 33% | 16% | 23% | 36% | 35% | 10% | 2% |
| 39 | 31% | 35% | 36% | 30% | 31% | 37% | 27% | 23% | 31% | 25% | -6% | -12% |
| 40 | 21% | 46% | 22% | 45% | 38% | 34% | 36% | 30% | 41% | 25% | 3% | -9% |
| 41 | 32% | 35% | 32% | 34% | 41% | 56% | 23% | 39% | 38% | 35% | 2% | -21% |
| 42 | 41% | 37% | 27% | 37% | 24% | 50% | 19% | 22% | 36% | 34% | -6% | -16% |
| 43 | 28% | 40% | 24% | 43% | 55% | 52% | 27% | 29% | 32% | 38% | 10% | -14% |
| 44 | 28% | 48% | 17% | 45% | 22% | 40% | 8% | 38% | 25% | 29% | 2% | -11% |
| 45 | 50% | 23% | 27% | 40% | 23% | 43% | 33% | 25% | 40% | 60% | 10% | 17% |
| 46 | 33% | 43% | 30% | 9% | 18% | 20% | 11% | 25% | 22% | 0% | -33% | -20% |
| 47 | 10% | 38% | 50% | 29% | 20% | 22% | 0% | 13% | 0% | 14% | 4% | -8% |
| 48 | 0% | 40% | 40% | 0% | 40% | 25% | 0% | 14% | 17% | 25% | 25% | 0% |
| 49 | 25% | 0% | 60% | 33% | 50% | 67% | 33% | 14% | 17% | 40% | 15% | -27% |
| 50 | 50% | 67% | 67% | 0% | 0% | 0% | 0% | 0% | 33% | 0% | -50% | 0% |
| 51 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 50% | 0% | 0% | 0% |
| 52 | 50% | 0% | 100% | 0% | 0% | 67% | 0% | 0% | 100% | 0% | -50% | -67% |
| 53 | 0% | 0% | 0% | 0% | 100% | 100% | 0% | 0% | 0% | 0% | 0% | -100% |
| 54 | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 55 | 0% | 0% | 0% | 0% | 100% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 56 | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

➤ **DEFINITION:** The attrition rate share by level of experience is how each experience level group contributes to total attrition.

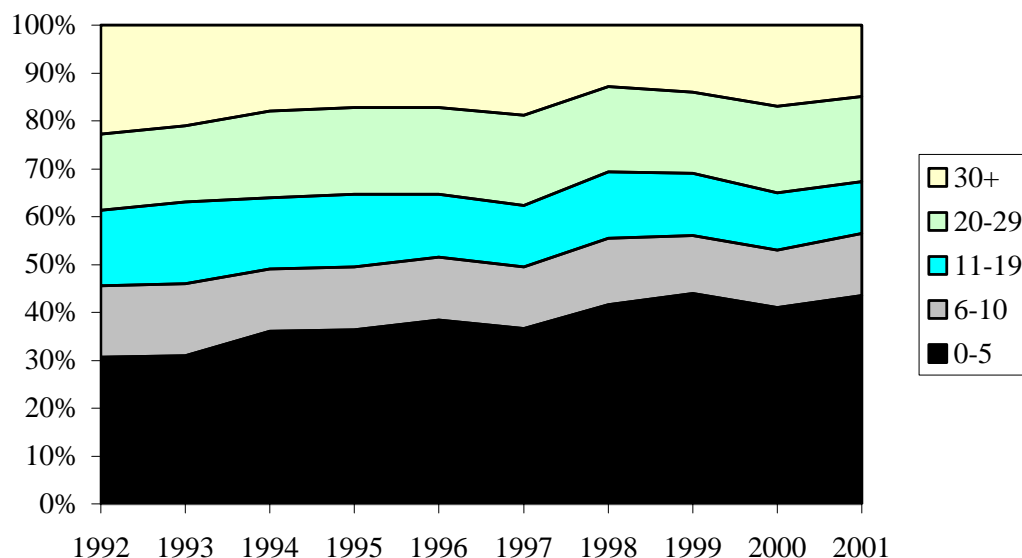
➤ **Note:** Exits of new teachers (with 0 to 5 years of experience) has increased as a share of total attrition, now accounting for more than 44 percent of total attrition. In fact, the share of new teacher attrition has increased steadily from 1996. This is due, in part to the increase in size of this cohort, but also an increase in attrition for that cohort.

➤ **Note:** This increase in the share of new teachers has been offset by the recent decline in the share of attrition held by educators with 6-10 and 11-19 years of experience.

Table 20: Number of Exits by Experience Level

| Experience Level | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|------------------|------|------|------|------|------|------|------|------|------|------|
| 0-5 | 889 | 1196 | 1053 | 1478 | 1260 | 1667 | 1534 | 1701 | 2131 | 2325 |
| 6-10 | 421 | 584 | 382 | 548 | 430 | 575 | 497 | 446 | 628 | 670 |
| 11-19 | 451 | 682 | 427 | 600 | 436 | 570 | 512 | 498 | 635 | 574 |
| 20-29 | 457 | 642 | 526 | 724 | 595 | 854 | 650 | 657 | 945 | 964 |
| 30+ | 656 | 813 | 540 | 710 | 575 | 858 | 471 | 535 | 904 | 798 |
| Total Attrition | 2874 | 3917 | 2928 | 4060 | 3296 | 4524 | 3664 | 3837 | 5243 | 5331 |
| | | | | | | | | | | |
| Experience Level | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
| 0-5 | 31% | 31% | 36% | 36% | 38% | 37% | 42% | 44% | 41% | 44% |
| 6-10 | 15% | 15% | 13% | 13% | 13% | 13% | 14% | 12% | 12% | 13% |
| 11-19 | 16% | 17% | 15% | 15% | 13% | 13% | 14% | 13% | 12% | 11% |
| 20-29 | 16% | 16% | 18% | 18% | 18% | 19% | 18% | 17% | 18% | 18% |
| 30+ | 23% | 21% | 18% | 17% | 17% | 19% | 13% | 14% | 17% | 15% |

Figure 2: Share of Attrition by Experience Levels of All Tennessee Educators



Attrition Rates of New Teachers

➤ Note: The total attrition rate of new educators in the first 3 years of service shows total rates that 28 to 36 percent exit..

➤ Note: Since 1992-93 more than 13 percent of new teachers exit after the first year of service, with first year exit rates ranging to more than 17 percent.

Table 21: Attrition Numbers and Rates of New Entrants

| Year of Entry | | Year of Exit | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---------------|-----------------|--------------|------|------|------|------|------|------|------|------|--------------------|---------------------|-------------------------|----------------------------|-----|-----|-----|-----|------|------|------|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|------|------|------|------|-----|
| | | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | Total New Entrants | Total Exits to Date | Total Remaining to Date | Total Percent Exit to Date | | | | | | | | | | | | | | | | | | | | | | | | |
| 1992 | Number Exiting | 166 | 121 | 127 | 73 | 74 | 76 | 53 | 51 | 58 | 1463 | 799 | 664 | 55% | | | | | | | | | | | | | | | | | | | | | | | | |
| | Percent Exiting | 11% | 8% | 9% | 5% | 5% | 5% | 4% | 3% | 4% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1993 | Number Exiting | | | | | | | | | | 374 | 276 | 195 | 184 | 139 | 125 | 133 | 108 | 2809 | 1534 | 1275 | 55% | | | | | | | | | | | | | | | | |
| | Percent Exiting | | | | | | | | | | 13% | 10% | 7% | 7% | 5% | 4% | 5% | 4% | | | | | | | | | | | | | | | | | | | | |
| 1994 | Number Exiting | | | | | | | | | | | | | | | | | | | 380 | 198 | 199 | 151 | 135 | 121 | 111 | 2411 | 1295 | 1116 | 54% | | | | | | | | |
| | Percent Exiting | | | | | | | | | | | | | | | | | | | 16% | 8% | 8% | 6% | 6% | 5% | 5% | | | | | | | | | | | | |
| 1995 | Number Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 314 | 256 | 167 | 140 | 160 | 108 | 2368 | 1145 | 1223 | 48% |
| | Percent Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 13% | 11% | 7% | 6% | 7% | 5% | | | | |
| 1996 | Number Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 410 | 215 | 179 | 193 | 143 | 2393 | 1140 | 1253 | 48% | |
| | Percent Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 17% | 9% | 7% | 8% | 6% | | | | | |
| 1997 | Number Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 395 | 237 | 260 | 188 | 2707 | 1080 | 1627 | 40% | | |
| | Percent Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 15% | 9% | 10% | 7% | | | | | | |
| 1998 | Number Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 527 | 361 | 282 | 3272 | 1170 | 2102 | 36% | | | |
| | Percent Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 16% | 11% | 9% | | | | | | | |
| 1999 | Number Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 550 | 370 | 3386 | 920 | 2466 | 27% | | | | |
| | Percent Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 16% | 11% | | | | | | | | |
| 2000 | Number Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 747 | 4280 | 747 | 3533 | 17% | | | | | |
| | Percent Exiting | | | | | | | | | | | | | | | | | | | | | | | | | | | | 1% | | | | | | | | | |

➤ Note: Of those educators that do leave, we observe about 2 percent return to higher education as we followed them back into the Tennessee IHE data. The table below shows the number and percent of educators who exit and return to a Tennessee IHE.

Table 22: Attrition Numbers and Rates of New Entrants who Re-enter Tennessee IHEs

| Year of Entry | | Year of Exit | | | | | | | | |
|---------------|-----------------|--------------|------|------|------|------|------|------|------|------|
| | | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
| 1992 | Number Exiting | 34 | 15 | 14 | 6 | 8 | 4 | 3 | 1 | 0 |
| | Percent Exiting | 2% | 1% | 1% | 0% | 1% | 0% | 0% | 0% | 0% |
| 1993 | Number Exiting | | 60 | 15 | 14 | 23 | 16 | 9 | 4 | 1 |
| | Percent Exiting | | 2% | 1% | 0% | 1% | 1% | 0% | 0% | 0% |
| 1994 | Number Exiting | | | 53 | 13 | 22 | 14 | 15 | 6 | 2 |
| | Percent Exiting | | | 2% | 1% | 1% | 1% | 1% | 0% | 0% |
| 1995 | Number Exiting | | | | 50 | 21 | 20 | 14 | 6 | 4 |
| | Percent Exiting | | | | 2% | 1% | 1% | 1% | 0% | 0% |
| 1996 | Number Exiting | | | | | 67 | 12 | 16 | 17 | 10 |
| | Percent Exiting | | | | | 3% | 1% | 1% | 1% | 0% |
| 1997 | Number Exiting | | | | | | 95 | 10 | 20 | 16 |
| | Percent Exiting | | | | | | 4% | 0% | 1% | 1% |
| 1998 | Number Exiting | | | | | | | 107 | 24 | 13 |
| | Percent Exiting | | | | | | | 3% | 1% | 0% |
| 1999 | Number Exiting | | | | | | | | 142 | 20 |
| | Percent Exiting | | | | | | | | 4% | 1% |
| 2000 | Number Exiting | | | | | | | | | 175 |
| | Percent Exiting | | | | | | | | | 4% |

Re-entrants to the Education Workforce

➤ **DEFINITION:** Re-entrants are those educators who re-enter teaching after a number of years out of education. The longer the duration of exit from education, the lower the probability that an educator will return to education. This can be observed in the table below—as the percent for reentry for 1-year post exit is the highest in most all cases. Thus, for 1999 exits we can observe reentrants in 2001.

➤ Note: Re-entry rates of exiting educators, over time, have fluctuated---in terms of first year re-entry rates---since 1989 (the range being 7.3% to 21.8%).

➤ Note: Total reentry from a cohort of exiting educators in a particular year seems to be stabilized at around 20-30 percent over all time for educators. That is, one can expect over a 10-year period that about 20 to 30 percent of educators who leave will return. Or alternately, more than 70 percent to 80 percent never return.

➤ Note: Re-entry rates for women with less than 20 years of experience (of child-bearing age) is generally higher from 1989 for the first year of re-entry than for the total population of re-entrants.

➤ Note: Since 1989, educators who have greater than 20 years experience have had the lowest first year rates of re-entry.

➤ Note: Teachers have a bit higher rate of re-entry than educators as a whole.

➤ Note: Administrators have relatively low first year re-entry rates

Table 23: Reentry Rates for Tennessee Educators, All Educators

| All Educators | | | | | | | | | | | | | | | |
|---------------|-------|------|------|------|------|------|------|------|------|------|------|----------------------|------------|---------------|-----------------------|
| Exit Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | No Record of Reentry | Total Exit | Total Reentry | Total Percent Reentry |
| 1989 | 7.3% | 2.7% | 3.3% | 1.9% | 1.2% | 1.4% | 1.1% | 0.8% | 0.7% | 0.7% | 0.8% | 2308 | 2957 | 649 | 22% |
| 1990 | 6.1% | 5.0% | 2.7% | 2.1% | 1.5% | 1.0% | 1.0% | 0.8% | 0.9% | 0.5% | | 1545 | 1969 | 424 | 22% |
| 1991 | 9.3% | 3.5% | 2.4% | 1.9% | 0.9% | 1.1% | 0.7% | 0.7% | 0.7% | | | 2082 | 2642 | 560 | 21% |
| 1992 | 9.2% | 4.1% | 2.5% | 1.5% | 1.6% | 1.3% | 0.8% | 1.0% | | | | 2669 | 3420 | 751 | 22% |
| 1993 | 11.8% | 4.3% | 2.7% | 1.6% | 1.4% | 1.2% | 1.4% | | | | | 1885 | 2493 | 608 | 24% |
| 1994 | 15.4% | 5.4% | 2.3% | 1.6% | 1.7% | 1.2% | | | | | | 2472 | 3416 | 944 | 28% |
| 1995 | 16.0% | 5.2% | 3.0% | 2.4% | 1.2% | | | | | | | 1989 | 2756 | 767 | 28% |
| 1996 | 10.7% | 5.9% | 4.0% | 2.0% | | | | | | | | 2860 | 3690 | 830 | 22% |
| 1997 | 21.8% | 7.4% | 3.5% | | | | | | | | | 1980 | 2945 | 965 | 33% |
| 1998 | 20.4% | 7.2% | | | | | | | | | | 2240 | 3097 | 857 | 28% |
| 1999 | 18.4% | | | | | | | | | | | 3330 | 4080 | 750 | 18% |

Table 24: Reentry Rates- Female Educators, with Less than 20 Years Experience

| Female Educators <20 | | | | | | | | | | | | | | | |
|--------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------------------------|-------------------|----------------------|------------------------------|
| Exit Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | No Record of Reentry | Total Exit | Total Reentry | Total Percent Reentry |
| 1989 | 11.5% | 4.2% | 4.0% | 2.3% | 1.2% | 1.6% | 1.2% | 1.3% | 1.0% | 0.6% | 0.6% | 574 | 816 | 242 | 30% |
| 1990 | 8.8% | 7.6% | 4.4% | 4.6% | 1.7% | 1.1% | 1.1% | 1.0% | 1.3% | 0.4% | | 356 | 524 | 168 | 32% |
| 1991 | 14.9% | 4.3% | 3.1% | 2.3% | 1.0% | 0.7% | 1.5% | 0.5% | 0.8% | | | 433 | 610 | 177 | 29% |
| 1992 | 14.2% | 6.1% | 3.6% | 1.8% | 2.3% | 2.0% | 1.0% | 1.2% | | | | 588 | 867 | 279 | 32% |
| 1993 | 18.0% | 6.0% | 4.5% | 1.5% | 1.8% | 1.0% | 1.9% | | | | | 481 | 735 | 254 | 35% |
| 1994 | 21.8% | 7.8% | 2.5% | 2.3% | 2.2% | 1.6% | | | | | | 615 | 996 | 381 | 38% |
| 1995 | 20.0% | 8.5% | 3.8% | 3.8% | 1.7% | | | | | | | 441 | 709 | 268 | 38% |
| 1996 | 16.4% | 8.8% | 6.0% | 2.6% | | | | | | | | 607 | 917 | 310 | 34% |
| 1997 | 25.1% | 10.4% | 4.7% | | | | | | | | | 499 | 835 | 336 | 40% |
| 1998 | 26.2% | 8.3% | | | | | | | | | | 594 | 907 | 313 | 35% |
| 1999 | 25.2% | | | | | | | | | | | 803 | 1073 | 270 | 25% |

Table 25: Reentry Rates- Educators with Greater than 20 Years Experience

| Educators >20 Years | | | | | | | | | | | | | | | |
|-------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------------------------|-------------------|----------------------|------------------------------|
| Exit Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | No Record of Reentry | Total Exit | Total Reentry | Total Percent Reentry |
| 1989 | 5.6% | 2.1% | 3.1% | 1.6% | 1.2% | 1.4% | 1.1% | 0.7% | 0.6% | 0.7% | 0.8% | 1553 | 1913 | 360 | 19% |
| 1990 | 5.4% | 3.4% | 1.9% | 1.0% | 1.5% | 0.9% | 1.0% | 0.5% | 0.5% | 0.5% | | 1077 | 1293 | 216 | 17% |
| 1991 | 7.4% | 3.3% | 2.2% | 1.6% | 0.5% | 1.1% | 0.5% | 0.7% | 0.6% | | | 1526 | 1860 | 334 | 18% |
| 1992 | 7.4% | 3.2% | 2.0% | 1.3% | 1.2% | 1.1% | 0.8% | 0.9% | | | | 1910 | 2323 | 413 | 18% |
| 1993 | 8.9% | 3.4% | 1.5% | 1.5% | 1.3% | 1.3% | 1.2% | | | | | 1269 | 1570 | 301 | 19% |
| 1994 | 12.3% | 4.2% | 2.3% | 1.2% | 1.4% | 1.0% | | | | | | 1693 | 2177 | 484 | 22% |
| 1995 | 14.0% | 4.0% | 2.8% | 2.0% | 0.9% | | | | | | | 1404 | 1839 | 435 | 24% |
| 1996 | 8.4% | 4.7% | 3.2% | 1.5% | | | | | | | | 2042 | 2485 | 443 | 18% |
| 1997 | 20.3% | 5.9% | 3.0% | | | | | | | | | 1316 | 1860 | 544 | 29% |
| 1998 | 17.3% | 6.6% | | | | | | | | | | 1463 | 1922 | 459 | 24% |
| 1999 | 15.3% | | | | | | | | | | | 2265 | 2673 | 408 | 15% |

Table 26: Reentry Rates- Teachers

| Teachers | | | | | | | | | | | | No Record of Reentry | Total Exit | Total Reentry | Total Percent Reentry |
|------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|---------------------------------|-----------------------|--------------------------|--------------------------------------|
| Exit Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | |
| 1989 | 7.7% | 2.8% | 3.4% | 2.0% | 1.3% | 1.4% | 1.2% | 0.8% | 0.7% | 0.7% | 0.9% | 2102 | 2727 | 625 | 23% |
| 1990 | 6.4% | 5.1% | 3.0% | 2.2% | 1.6% | 1.1% | 0.9% | 0.8% | 1.0% | 0.5% | | 1364 | 1760 | 396 | 23% |
| 1991 | 10.0% | 3.9% | 2.6% | 1.9% | 0.8% | 1.2% | 0.7% | 0.7% | 0.8% | | | 1760 | 2274 | 514 | 23% |
| 1992 | 9.8% | 4.3% | 2.9% | 1.6% | 1.8% | 1.4% | 0.9% | 1.0% | | | | 2220 | 2910 | 690 | 24% |
| 1993 | 12.4% | 4.6% | 2.8% | 1.7% | 1.4% | 1.3% | 1.3% | | | | | 1597 | 2146 | 549 | 26% |
| 1994 | 16.8% | 5.9% | 2.4% | 1.7% | 1.8% | 1.3% | | | | | | 2043 | 2914 | 871 | 30% |
| 1995 | 17.2% | 5.2% | 3.4% | 2.6% | 1.2% | | | | | | | 1685 | 2391 | 706 | 30% |
| 1996 | 11.6% | 6.2% | 4.2% | 2.0% | | | | | | | | 2433 | 3200 | 767 | 24% |
| 1997 | 23.4% | 7.7% | 3.6% | | | | | | | | | 1658 | 2540 | 882 | 35% |
| 1998 | 21.5% | 7.4% | | | | | | | | | | 1920 | 2701 | 781 | 29% |
| 1999 | 19.5% | | | | | | | | | | | 2851 | 3541 | 690 | 19% |

Table 27: Reentry Rates- Administrators

| Administrators | | | | | | | | | | | | No Record of Reentry | Total Exit | Total Reentry | Total Percent Reentry |
|-----------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|---------------------------------|-----------------------|--------------------------|--------------------------------------|
| Exit Year | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | | | | |
| 1989 | 0.0% | 2.2% | 3.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 1.1% | 84 | 90 | 6 | 7% |
| 1990 | 2.8% | 4.2% | 0.0% | 1.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | | 66 | 72 | 6 | 8% |
| 1991 | 0.9% | 0.0% | 0.0% | 0.9% | 0.9% | 0.9% | 0.0% | 1.7% | 0.0% | | | 111 | 117 | 6 | 5% |
| 1992 | 2.4% | 2.9% | 0.0% | 0.6% | 0.0% | 0.6% | 0.0% | 0.6% | | | | 158 | 170 | 12 | 7% |
| 1993 | 5.9% | 2.0% | 1.0% | 1.0% | 0.0% | 2.0% | 1.0% | | | | | 89 | 102 | 13 | 13% |
| 1994 | 3.1% | 1.2% | 0.0% | 0.0% | 1.2% | 0.6% | | | | | | 152 | 162 | 10 | 6% |
| 1995 | 4.6% | 2.8% | 0.0% | 0.9% | 0.9% | | | | | | | 99 | 109 | 10 | 9% |
| 1996 | 0.6% | 1.9% | 1.9% | 1.9% | | | | | | | | 147 | 157 | 10 | 6% |
| 1997 | 6.4% | 2.8% | 1.8% | | | | | | | | | 97 | 109 | 12 | 11% |
| 1998 | 10.7% | 0.8% | | | | | | | | | | 107 | 121 | 14 | 12% |
| 1999 | 8.0% | | | | | | | | | | | 161 | 175 | 14 | 8% |

The Composition of Educator Hires

➤ Note: The composition of retained, re-entrant, and new entrant has remained relatively stable over the categories of administrator, staff, and teachers from 1991-92 to 2000-2001, showing mild increases in the number of new entrants. Percentage of teachers who are new entrants, however, has increased notably over the past two years, 1999-2000 and 2000-2001.

Table 28: Composition of Educator Hires

| | Year | Total | Retained | Re-entrant | New Entrant | % Retained | % Re-entrant | % New Entrant |
|-----------------------|-------------|-------|----------|------------|-------------|------------|--------------|---------------|
| Administrators | 1992 | 2065 | 2050 | 14 | 1 | 99.3% | 0.7% | 0.0% |
| | 1993 | 2125 | 2110 | 14 | 1 | 99.3% | 0.7% | 0.0% |
| | 1994 | 2170 | 2163 | 7 | 0 | 99.7% | 0.3% | 0.0% |
| | 1995 | 2193 | 2172 | 20 | 1 | 99.0% | 0.9% | 0.0% |
| | 1996 | 2220 | 2203 | 16 | 1 | 99.2% | 0.7% | 0.0% |
| | 1997 | 2286 | 2264 | 19 | 3 | 99.0% | 0.8% | 0.1% |
| | 1998 | 2337 | 2311 | 23 | 3 | 98.9% | 1.0% | 0.1% |
| | 1999 | 2391 | 2354 | 35 | 2 | 98.5% | 1.5% | 0.1% |
| | 2000 | 2432 | 2385 | 37 | 10 | 98.1% | 1.5% | 0.4% |
| | 2001 | 2453 | 2414 | 35 | 4 | 98.4% | 1.4% | 0.2% |
| Staff | 1992 | 4869 | 4740 | 80 | 49 | 97.4% | 1.6% | 1.0% |
| | 1993 | 5199 | 4884 | 201 | 114 | 93.9% | 3.9% | 2.2% |
| | 1994 | 5345 | 5092 | 154 | 99 | 95.3% | 2.9% | 1.9% |
| | 1995 | 5436 | 5144 | 170 | 122 | 94.6% | 3.1% | 2.2% |
| | 1996 | 5598 | 5330 | 156 | 112 | 95.2% | 2.8% | 2.0% |
| | 1997 | 5637 | 5366 | 149 | 122 | 95.2% | 2.6% | 2.2% |
| | 1998 | 5746 | 5429 | 180 | 137 | 94.5% | 3.1% | 2.4% |
| | 1999 | 5977 | 5605 | 207 | 165 | 93.8% | 3.5% | 2.8% |
| | 2000 | 6130 | 5687 | 203 | 240 | 92.8% | 3.3% | 3.9% |
| | 2001 | 6330 | 5867 | 227 | 236 | 92.7% | 3.6% | 3.7% |
| Teachers | 1992 | 46359 | 43729 | 1217 | 1413 | 94.3% | 2.6% | 3.0% |
| | 1993 | 47210 | 42407 | 2109 | 2694 | 89.8% | 4.5% | 5.7% |
| | 1994 | 48541 | 44361 | 1868 | 2312 | 91.4% | 3.8% | 4.8% |
| | 1995 | 48751 | 44684 | 1822 | 2245 | 91.7% | 3.7% | 4.6% |
| | 1996 | 49948 | 45562 | 2106 | 2280 | 91.2% | 4.2% | 4.6% |
| | 1997 | 50242 | 45626 | 2036 | 2580 | 90.8% | 4.1% | 5.1% |
| | 1998 | 51920 | 46760 | 2029 | 3131 | 90.1% | 3.9% | 6.0% |
| | 1999 | 53580 | 48211 | 2150 | 3219 | 90.0% | 4.0% | 6.0% |
| | 2000 | 55018 | 48633 | 2357 | 4028 | 88.4% | 4.3% | 7.3% |
| | 2001 | 55925 | 49968 | 2461 | 3496 | 89.3% | 4.4% | 6.3% |

➤ Note: The broad categories of educators do show significant variations in terms of composition. Administrators have only 1 percent who are returnees, and less than 1 percent who are new entrants. Professional staff shows 4 percent new entrants and 4 percent who are returnees.

➤ Note: The percent of hires is split very different by position. The difference between reentrants and entrants is dramatic for administrators, roughly even for staff in certain years, and for teachers new entrants dominate as a percent of total hires.

Table 29: Hiring: Returnees and New Educators in Tennessee 1991-92 to 2000-2001 (Number and Percent)

| POSITION | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|------|------|------|------|------|------|------|------|------|------|
| Administrators | | | | | | | | | | |
| Total | 2065 | 2125 | 2170 | 2193 | 2220 | 2286 | 2337 | 2391 | 2432 | 2453 |
| Re-entrant | 14 | 14 | 7 | 20 | 16 | 19 | 23 | 35 | 37 | 35 |
| New Entrant | 1 | 1 | 0 | 1 | 1 | 3 | 3 | 2 | 10 | 4 |
| Total Hires (New Entrants + Re-entrants) | 15 | 15 | 7 | 21 | 17 | 22 | 26 | 37 | 47 | 39 |
| Percent Re-entrant of total | 1% | 1% | 0% | 1% | 1% | 1% | 1% | 1% | 2% | 1% |
| Percent Entrants of total | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Percent Re-entrant of Total Hires | 93% | 93% | 100% | 95% | 94% | 86% | 88% | 95% | 79% | 90% |
| Percent Entrants of Total Hires | 7% | 7% | 0% | 5% | 6% | 14% | 12% | 5% | 21% | 10% |

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|------|------|------|------|------|------|------|------|------|------|
| Staff | | | | | | | | | | |
| Total | 4869 | 5199 | 5345 | 5436 | 5598 | 5637 | 5746 | 5977 | 6130 | 6330 |
| Re-entrant | 80 | 201 | 154 | 170 | 156 | 149 | 180 | 207 | 203 | 227 |
| New Entrant | 49 | 114 | 99 | 122 | 112 | 122 | 137 | 165 | 240 | 236 |
| Total Hires (New Entrants + Re-entrants) | 129 | 315 | 253 | 292 | 268 | 271 | 317 | 372 | 443 | 463 |
| Percent Re-entrant of total | 2% | 4% | 3% | 3% | 3% | 3% | 3% | 3% | 3% | 4% |
| Percent Entrants of total | 1% | 2% | 2% | 2% | 2% | 2% | 2% | 3% | 4% | 4% |
| Percent Re-entrant of Total Hires | 62% | 64% | 61% | 58% | 58% | 55% | 57% | 56% | 46% | 49% |
| Percent Entrants of Total Hires | 38% | 36% | 39% | 42% | 42% | 45% | 43% | 44% | 54% | 51% |

| | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Teachers | | | | | | | | | | |
| Total | 46359 | 47210 | 48541 | 48751 | 49948 | 50242 | 51920 | 53580 | 55018 | 55925 |
| Re-entrant | 1217 | 2109 | 1868 | 1822 | 2106 | 2036 | 2029 | 2150 | 2357 | 2461 |
| New Entrant | 1413 | 2694 | 2312 | 2245 | 2280 | 2580 | 3131 | 3219 | 4028 | 3496 |
| Total Hires (New Entrants + Re-entrants) | 2630 | 4803 | 4180 | 4067 | 4386 | 4616 | 5160 | 5369 | 6385 | 5957 |
| Percent Re-entrant of total | 3% | 4% | 4% | 4% | 4% | 4% | 4% | 4% | 4% | 4% |
| Percent Entrants of total | 3% | 6% | 5% | 5% | 5% | 5% | 6% | 6% | 7% | 6% |
| Percent Re-entrant of Total Hires | 46% | 44% | 45% | 45% | 48% | 44% | 39% | 40% | 37% | 41% |
| Percent Entrants of Total Hires | 54% | 56% | 55% | 55% | 52% | 56% | 61% | 60% | 63% | 59% |

District Analysis of Educators

➤ Note: Tennessee is composed of a few large districts and many small ones, *13 districts account for 50 percent of the total educators, and 3 districts account for more than 25 percent of total educators.* On the other end of the spectrum, districts with less than 400 students account for 28 percent of all educators

Table 30: Range of District Sizes by Number of Educators

| Range of Educators | Number of Districts | Number of Educators | Percent of Educators with that Range | Cumulative Percent in this Range | Total Enrollments for Given Educator Range | Percent of Enrollments | Cumulative Percent in this Range |
|--------------------|---------------------|---------------------|--------------------------------------|----------------------------------|--|------------------------|----------------------------------|
| 6000+ | 1 | 7369 | 11% | 11% | 133,336 | 14% | 14% |
| 5000-6000 | 1 | 5243 | 8% | 19% | 78,869 | 8% | 22% |
| 4000-5000 | 1 | 4100 | 6% | 26% | 56,458 | 6% | 28% |
| 2000-3000 | 2 | 5775 | 9% | 35% | 98,456 | 10% | 38% |
| 1000-2000 | 5 | 7542 | 12% | 46% | 90,413 | 9% | 48% |
| 900-1000 | 1 | 980 | 2% | 48% | 14,143 | 1% | 49% |
| 800-900 | 2 | 1766 | 3% | 50% | 24,335 | 3% | 52% |
| 700-800 | 3 | 2206 | 3% | 54% | 31,276 | 3% | 55% |
| 600-700 | 4 | 2584 | 4% | 58% | 39,431 | 4% | 59% |
| 500-600 | 7 | 3813 | 6% | 64% | 55,090 | 6% | 65% |
| 400-500 | 12 | 5351 | 8% | 72% | 76,002 | 8% | 73% |
| 300-400 | 19 | 6549 | 10% | 82% | 89,800 | 9% | 82% |
| 200-300 | 24 | 5841 | 9% | 91% | 81,297 | 8% | 91% |
| 100-200 | 30 | 4258 | 7% | 97% | 65,271 | 7% | 98% |
| <100 | 24 | 1660 | 3% | 100% | 22,388 | 2% | 100% |

➤ Note: In 2000-2001 there are 22 districts with no black educators. In 1996-97 there were 34 districts with no black educators. The districts with the highest percent of black educators are Memphis with 48%, followed by Fayette at 46%. *See Appendix 2 for a full list of districts.*

Table 31: Top Ten and Bottom Ten Districts by Percent Black in 2001

| District | Black | All | Percent Black |
|-----------------------|--------------|--------------|----------------------|
| MEMPHIS CITY | 3503 | 7369 | 48% |
| FAYETTE | 122 | 267 | 46% |
| COVINGTON CITY | 20 | 67 | 30% |
| NASHVILLE-DAVIDSON | 1229 | 5243 | 23% |
| MADISON | 227 | 1041 | 22% |
| HARDEMAN | 71 | 356 | 20% |
| HAYWOOD | 56 | 294 | 19% |
| HUMBOLDT CITY | 26 | 153 | 17% |
| SHELBY | 426 | 2871 | 15% |
| HAMILTON | 400 | 2904 | 14% |
| State | 7457 | 65037 | 11% |
| CLINTON CITY | 0 | 85 | 0% |
| BENTON | 0 | 211 | 0% |
| SOUTH CARROLL SPECIAL | 0 | 31 | 0% |
| ELIZABETHTON CITY | 0 | 174 | 0% |
| NEWPORT CITY | 0 | 53 | 0% |
| DEKALB | 0 | 205 | 0% |
| GRAINGER | 0 | 222 | 0% |
| GRUNDY | 0 | 186 | 0% |
| ROGERSVILLE CITY | 0 | 55 | 0% |
| JACKSON | 0 | 126 | 0% |
| JOHNSON | 0 | 189 | 0% |
| ETOWAH CITY | 0 | 30 | 0% |
| MEIGS | 0 | 123 | 0% |
| PICKETT | 0 | 73 | 0% |
| POLK | 0 | 181 | 0% |
| ROANE | 0 | 406 | 0% |
| SCOTT | 0 | 229 | 0% |
| ONEIDA CITY | 0 | 101 | 0% |
| SEQUATCHIE | 0 | 145 | 0% |
| SMITH | 0 | 213 | 0% |
| STEWART | 0 | 148 | 0% |
| VAN BUREN | 0 | 76 | 0% |

➤ Note: The districts with the greatest percent of educators with MA degrees or higher are Newport at 88.7% and Alcoa at 78%. The lowest in 2000-2001 was Bells at 27.6%. In 1996-97, the lowest was Alamo at 25%. *See Appendix 3 for a full list of districts.*

Table 32: Top Ten and Bottom Ten Districts by Degree Level of Educators in 2001

| District | Grand Total | Masters | Doctorate | Masters or Higher |
|-----------------|--------------------|----------------|------------------|--------------------------|
| NEWPORT | 53 | 45 | 2 | 88.7% |
| ALCOA | 132 | 96 | 7 | 78.0% |
| MARYVILLE | 349 | 262 | 7 | 77.1% |
| OAK RIDGE | 377 | 269 | 14 | 75.1% |
| LENOIR | 158 | 113 | 3 | 73.4% |
| SEVIER | 889 | 633 | 19 | 73.3% |
| MCMINN | 376 | 267 | 4 | 72.1% |
| ROANE | 406 | 287 | 5 | 71.9% |
| PICKETT | 73 | 52 | 0 | 71.2% |
| BLOUNT | 693 | 475 | 7 | 69.6% |
| State | 65,037 | 35,663 | 828 | 56.1% |
| CROCKETT | 117 | 48 | 0 | 41.0% |
| HICKMAN | 240 | 96 | 2 | 40.8% |
| CARTER | 514 | 194 | 3 | 38.3% |
| W CARROLL | 88 | 33 | 0 | 37.5% |
| CANNON | 159 | 55 | 1 | 35.2% |
| DAYTON | 52 | 18 | 0 | 34.6% |
| ALAMO | 43 | 14 | 0 | 32.6% |
| LAUDERDALE | 335 | 104 | 3 | 31.9% |
| LAKE | 81 | 23 | 0 | 28.4% |
| BELLS | 29 | 8 | 0 | 27.6% |

➤ Note: The district with the highest educator to student ratio is Johnson City at 38.8, and the lowest is Johnson at 5.2. See Appendix 4 for a full list of districts.

Table 33: Total Student to Total Educator Ratio Over Time

| District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | Change 1997- 2001 |
|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------------------|
| JOHNSON CITY | 34.8 | 34.8 | 34.4 | 36.4 | 36.4 | 37.5 | 36.2 | 40.4 | 40.2 | 38.8 | 3% |
| UNION | 18.2 | 19.8 | 22.6 | 24.4 | 24.7 | 27.2 | 26.6 | 25.4 | 28.0 | 30.5 | 12% |
| MEMPHIS | 16.7 | 16.9 | 17.0 | 17.5 | 16.9 | 18.5 | 18.4 | 16.5 | 18.2 | 18.1 | -2% |
| ATHENS | 16.9 | 16.8 | 16.9 | 16.7 | 16.8 | 16.9 | 16.6 | 16.0 | 16.9 | 17.5 | 4% |
| TIPTON | 20.9 | 19.9 | 19.3 | 19.2 | 18.7 | 18.4 | 16.8 | 18.0 | 16.0 | 17.5 | -5% |
| SUMNER | 17.4 | 16.9 | 16.2 | 16.7 | 16.1 | 16.0 | 17.4 | 14.4 | 17.5 | 17.1 | 7% |
| SHELBY | 20.2 | 20.2 | 19.5 | 19.5 | 19.0 | 19.3 | 18.8 | 19.7 | 17.0 | 17.1 | -11% |
| HAMILTON | 16.4 | 16.9 | 17.4 | 17.2 | 17.2 | 18.2 | 18.3 | 16.9 | 18.4 | 17.0 | -6% |
| CUMBERLAND | 17.4 | 19.1 | 17.6 | 17.6 | 19.1 | 18.5 | 17.8 | 18.1 | 17.6 | 17.0 | -8% |
| WILLIAMSON | 16.2 | 15.6 | 17.0 | 15.5 | 16.8 | 17.7 | 17.2 | 16.9 | 16.6 | 16.8 | -5% |
| State | 16.6 | 16.5 | 16.4 | 16.5 | 16.3 | 16.5 | 16.2 | 15.5 | 15.5 | 15.1 | -8% |
| BELLS | 15.9 | 17.0 | 15.1 | 16.5 | 15.1 | 15.7 | 15.5 | 13.4 | 10.7 | 12.0 | -24% |
| ROGERSVILLE | 14.7 | 16.3 | 16.2 | 16.0 | 15.1 | 14.6 | 15.6 | 12.7 | 12.8 | 11.7 | -20% |
| FRANKLIN | 25.1 | 23.6 | 23.5 | 24.1 | 23.6 | 21.4 | 21.1 | 19.6 | 12.0 | 11.5 | -46% |
| ALCOA | 14.2 | 13.6 | 13.0 | 13.8 | 14.0 | 14.6 | 13.4 | 13.1 | 12.1 | 11.3 | -23% |
| HANCOCK | 12.3 | 11.7 | 11.8 | 11.6 | 11.7 | 11.9 | 11.6 | 11.2 | 11.3 | 10.9 | -8% |
| CLINTON | 15.1 | 14.7 | 13.9 | 13.5 | 12.0 | 11.9 | 11.0 | 11.3 | 11.1 | 10.8 | -9% |
| VAN BUREN | 15.8 | 15.2 | 14.6 | 13.7 | 13.6 | 12.5 | 13.0 | 12.6 | 11.2 | 10.6 | -15% |
| PICKETT | 13.8 | 13.6 | 12.6 | 12.9 | 11.7 | 12.1 | 11.6 | 11.1 | 10.7 | 10.3 | -15% |
| UNION CITY | 12.7 | 10.8 | 10.2 | 9.7 | 8.8 | 9.0 | 7.7 | 6.8 | 5.9 | 6.2 | -31% |
| JOHNSON | 6.1 | 6.3 | 6.1 | 6.2 | 5.7 | 6.0 | 5.3 | 5.3 | 5.1 | 5.2 | -14% |

➤ Note: The district with the greatest percent of its workforce being non-teachers is Hancock with 25%. The lowest is Bells at 7 percent. *See Appendix 5 for a full list of districts.*

Table 34: Top Ten and Bottom Ten Districts by Percent Non-Teachers¹ in Workforce in 2001

| Districts | Administrators | Staff | Teachers | Total | Percent Non-Teacher |
|--------------------|----------------|--------------|---------------|---------------|---------------------|
| HANCOCK | 6 | 19 | 75 | 100 | 25.0% |
| VAN BUREN | 3 | 15 | 57 | 75 | 24.0% |
| CLINTON | 4 | 14 | 67 | 85 | 21.2% |
| MANCHESTER | 4 | 14 | 69 | 87 | 20.7% |
| PERRY | 5 | 12 | 72 | 89 | 19.1% |
| CROCKETT | 9 | 13 | 94 | 116 | 19.0% |
| HARRIMAN | 8 | 14 | 94 | 116 | 19.0% |
| LEBANON | 13 | 30 | 193 | 236 | 18.2% |
| BRADFORD | 3 | 6 | 41 | 50 | 18.0% |
| FAYETTEVILLE | 5 | 9 | 64 | 78 | 17.9% |
| State | 2,449 | 6,324 | 55,891 | 64,664 | 13.6% |
| GIBSON SPEC | 9 | 11 | 154 | 174 | 11.5% |
| ALCOA | 6 | 9 | 116 | 131 | 11.5% |
| NASHVILLE-DAVIDSON | 160 | 433 | 4621 | 5214 | 11.4% |
| LAWRENCE | 16 | 42 | 454 | 512 | 11.3% |
| GREENE | 20 | 33 | 417 | 470 | 11.3% |
| UNION | 8 | 19 | 213 | 240 | 11.3% |
| MEMPHIS | 250 | 561 | 6502 | 7313 | 11.1% |
| BELLS | 1 | 2 | 26 | 29 | 10.3% |
| SOUTH CARROLL | 1 | 2 | 27 | 30 | 10.0% |
| DAYTON | 3 | 2 | 47 | 52 | 9.6% |

¹ “Non-teachers” include all administrators and professional staff: see appendix 5

➤ Note: The district with the highest average experience for educators in 2000-2001 is Newport with 20.1 years of experience. The lowest is Bells with an average of 10.2 years of experience. *See Appendix 6 for a full list of districts.*

Table 35: Top Ten and Bottom Ten Districts by Average Experience in 2001

| District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| NEWPORT | 14.9 | 15.5 | 16.1 | 16.7 | 17.0 | 17.6 | 18.2 | 18.9 | 18.7 | 20.1 |
| HARRIMAN | 17.0 | 18.1 | 17.5 | 17.1 | 17.5 | 18.7 | 19.2 | 19.5 | 19.6 | 19.9 |
| UNION | 16.1 | 16.6 | 18.0 | 18.5 | 18.9 | 19.1 | 19.2 | 19.0 | 19.4 | 19.2 |
| DYERSBURG | 15.2 | 15.9 | 16.6 | 17.0 | 17.7 | 17.9 | 18.9 | 18.4 | 18.5 | 18.9 |
| ATHENS | 16.2 | 15.9 | 15.8 | 16.5 | 16.6 | 17.2 | 16.8 | 17.0 | 17.0 | 17.7 |
| CLINTON | 13.0 | 13.9 | 14.7 | 15.3 | 15.5 | 15.9 | 16.1 | 17.3 | 17.4 | 17.4 |
| MOORE | 14.6 | 13.6 | 13.7 | 14.2 | 14.5 | 15.4 | 16.2 | 18.0 | 17.4 | 17.1 |
| HOLLOW ROCK-BRUCETON | 16.0 | 15.5 | 15.7 | 15.5 | 16.0 | 16.2 | 16.1 | 15.9 | 17.0 | 16.9 |
| CAMPBELL | 15.3 | 15.6 | 16.2 | 16.4 | 16.4 | 16.2 | 16.8 | 16.9 | 16.6 | 16.9 |
| OBION | 16.2 | 16.3 | 16.6 | 16.5 | 17.0 | 17.1 | 17.0 | 17.5 | 17.0 | 16.8 |
| State | 15.0 | 14.7 | 14.7 | 14.8 | 14.8 | 14.7 | 14.7 | 14.6 | 14.3 | 14.3 |
| MONTGOMERY | 14.1 | 13.5 | 13.0 | 12.8 | 12.8 | 12.5 | 12.3 | 12.0 | 12.1 | 12.2 |
| ETOWAH | 10.1 | 10.2 | 10.3 | 10.8 | 12.0 | 12.0 | 12.9 | 11.4 | 10.3 | 11.9 |
| LENOIR | 15.7 | 15.2 | 15.0 | 15.7 | 15.8 | 15.2 | 13.0 | 13.6 | 12.8 | 11.6 |
| HICKMAN | 12.7 | 12.0 | 11.7 | 11.4 | 11.1 | 11.1 | 11.8 | 12.0 | 12.1 | 11.6 |
| CHEATHAM | 12.0 | 11.6 | 11.1 | 11.3 | 11.2 | 11.4 | 11.5 | 11.2 | 11.4 | 11.5 |
| SEQUATCHIE | 12.7 | 13.8 | 12.9 | 12.8 | 14.1 | 14.1 | 13.6 | 12.7 | 12.6 | 11.4 |
| STEWART | 15.7 | 15.5 | 15.2 | 14.9 | 14.6 | 15.0 | 12.9 | 12.3 | 11.8 | 11.4 |
| UNION | 12.8 | 12.3 | 11.7 | 12.3 | 12.0 | 12.5 | 12.0 | 10.9 | 11.1 | 11.1 |
| ROGERSVILLE | 10.8 | 11.4 | 11.7 | 12.3 | 11.2 | 11.4 | 11.7 | 10.9 | 11.2 | 10.9 |
| BELLS | 10.3 | 10.6 | 11.0 | 8.9 | 10.0 | 10.5 | 12.7 | 11.9 | 12.2 | 10.2 |

The Higher Education Connection

The analysis of institutes of higher education (IHE) focuses on the number of candidates produced and what percentages of those candidates actually enter teaching. This analysis examines differences in public versus private IHEs, the percent entering by race/ethnicity and gender, and how particular IHEs provide entrants for particular districts.

Public IHE First Time Licensure Recipients

➤ Note: The number of bachelor degree recipients (BAs) seeking first time licensure in public institutions of higher education (IHEs) has increased from a high in 1993 of 1350 persons, to a low in 1995 to a new high of 1591 in 2000. It subsequently dropped to 1160 in 2001.

➤ Note: The percent of white males has fluctuated through the historical period and is currently at 16 percent, but fallen from a high of 19% in 1995, to 14% in 1999.

➤ Note: Blacks (male and female) increased to 8% (80 persons) of recipients in 1996, and then dropped to 6% (67 persons) in 2001. It had increase significantly to 10% (173 persons) in 2000.

Table 36: Public BAs Seeking *First Time* Teacher Licensure²

| Race | Sex | 1991 | | 1992 | | 1993 | | 1994 | | 1995 | | 1996 | | 1997 | | 1998 | | 1999 | | 2000 | | 2001 | |
|-----------------|--------------|-------------|-----|-------------|-----|-------------|-----|-------------|-----|------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|-------------|-----|
| White | Female | 903 | 80% | 1022 | 81% | 1088 | 81% | 886 | 78% | 734 | 75% | 818 | 76% | 787 | 77% | 855 | 75% | 773 | 74% | 1154 | 73% | 891 | 77% |
| White | Male | 176 | 16% | 171 | 14% | 181 | 13% | 179 | 16% | 183 | 19% | 168 | 16% | 167 | 16% | 191 | 17% | 148 | 14% | 241 | 15% | 184 | 16% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Black | Female | 37 | 3% | 51 | 4% | 62 | 5% | 49 | 4% | 48 | 5% | 62 | 6% | 52 | 5% | 69 | 6% | 97 | 9% | 150 | 9% | 61 | 5% |
| Black | Male | 8 | 1% | 5 | 0% | 7 | 1% | 9 | 1% | 8 | 1% | 18 | 2% | 8 | 1% | 15 | 1% | 15 | 1% | 23 | 1% | 6 | 1% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | Female | 2 | 0% | 4 | 0% | 6 | 0% | | | 4 | 0% | 3 | 0% | 3 | 0% | 1 | 0% | 8 | 1% | 7 | 0% | 7 | 1% |
| Hispanic | Male | 2 | 0% | | | 1 | 0% | | | | | 3 | 0% | | | 1 | 0% | | | 4 | 0% | 1 | 0% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | Female | | | 1 | 0% | 1 | 0% | 2 | 0% | 3 | 0% | 3 | 0% | 1 | 0% | 3 | 0% | 3 | 0% | 5 | 0% | 3 | 0% |
| Asian | Male | | | | | | | 1 | 0% | | | | | | | | | 1 | 0% | 3 | 0% | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Native American | Female | | | 2 | 0% | 2 | 0% | 1 | 0% | | | 1 | 0% | | | | | 1 | 0% | 2 | 0% | 2 | 0% |
| Native American | Male | | | | | | | | | | | 1 | 0% | | | | | | | 1 | 0% | 1 | 0% |
| Other | Female | | | 1 | 0% | 1 | 0% | 3 | 0% | 1 | 0% | | | 3 | 0% | 2 | 0% | 1 | 0% | 1 | 0% | 4 | 0% |
| Other | Male | | | | | 1 | 0% | | | | | | | | | | | 1 | 0% | | | | |
| | Total | 1128 | | 1257 | | 1350 | | 1130 | | 981 | | 1077 | | 1021 | | 1137 | | 1048 | | 1591 | | 1160 | |

² “Seeking” is the term used by the Tennessee Higher Education Commission to describe individuals training to obtain such licensure

➤ Note: The number of public post-baccalaureates (including persons in the “non-degree” category) seeking first time teacher licensure in public IHEs has reached an all-time high of 1190 person in 2000, to then drop to 856 in 2001.

➤ Note: The percent white male is much higher for post-baccalaureates at around 19% to more than 20% for most years observed. However, in the most recent years, 1999 to 2001, the rate dropped to 17 percent.

➤ Note: The percent black is also higher for post-baccalaureates at 11% in 1996 (104 persons) and 9% in 1997 (70 persons). In 2000 this rate increased significantly to 15% (180 persons) to drop to 11% in 2001 (99 persons).

Table 37: Public Post BAs Seeking *First Time* Teacher Licensure (Includes Non-Degrees]

| Race | Sex | 1991 | | 1992 | | 1993 | | 1994 | | 1995 | | 1996 | | 1997 | | 1998 | | 1999 | | 2000 | | 2001 | |
|-----------------|--------------|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|-------------|-----|------------|-----|
| White | Female | 312 | 73% | 565 | 75% | 430 | 71% | 468 | 68% | 503 | 69% | 616 | 65% | 512 | 68% | 389 | 67% | 441 | 63% | 780 | 66% | 593 | 69% |
| White | Male | 95 | 22% | 142 | 19% | 124 | 20% | 147 | 21% | 154 | 21% | 206 | 22% | 155 | 21% | 120 | 21% | 117 | 17% | 205 | 17% | 144 | 17% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Black | Female | 10 | 2% | 33 | 4% | 32 | 5% | 50 | 7% | 39 | 5% | 74 | 8% | 52 | 7% | 49 | 8% | 94 | 14% | 133 | 11% | 79 | 9% |
| Black | Male | 5 | 1% | 6 | 1% | 9 | 1% | 10 | 1% | 14 | 2% | 30 | 3% | 18 | 2% | 15 | 3% | 22 | 3% | 47 | 4% | 20 | 2% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | Female | 4 | 1% | 4 | 1% | 6 | 1% | 3 | 0% | 5 | 1% | 5 | 1% | 6 | 1% | 6 | 1% | 8 | 1% | 15 | 1% | 6 | 1% |
| Hispanic | Male | | | 1 | 0% | | | 2 | 0% | 2 | 0% | 1 | 0% | 4 | 1% | | | 2 | 0% | 2 | 0% | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | Female | | | | | | | | | 7 | 1% | 5 | 1% | 3 | 0% | 2 | 0% | 9 | 1% | 5 | 0% | 8 | 1% |
| Asian | Male | | | | | 3 | 0% | 2 | 0% | 3 | 0% | 1 | 0% | | | | | | | | | 1 | 0% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Native American | Female | | | 1 | 0% | 2 | 0% | 1 | 0% | 1 | 0% | | | | | | | | | 2 | 0% | 2 | 0% |
| Native American | Male | | | | | | | 1 | 0% | 1 | 0% | 2 | 0% | | | | | | | | | | |
| Other | Female | | | | | 1 | 0% | 1 | 0% | 2 | 0% | | | | | | | 3 | 0% | | | 3 | 0% |
| Other | Male | | | | | | | | | 1 | 0% | 2 | 0% | | | | | | | 1 | 0% | | |
| | Total | 426 | | 752 | | 607 | | 685 | | 732 | | 942 | | 750 | | 581 | | 696 | | 1190 | | 856 | |

Private IHE First Time Licensure Recipients

➤ Note: For private IHEs the number of BAs seeking first time licensure increased to an historical high of 877 in 1998, decreasing slightly to 842 in 1999 and dropping off ever since.

➤ Note: The percent black remains low ranging between 2% to 6% since 1991, the highest being 6% in 2001.

Table 38: Private BAs Seeking *First Time* Teacher Licensure

| Race | Sex | 1991 | | 1992 | | 1993 | | 1994 | | 1995 | | 1996 | | 1997 | | 1998 | | 1999 | | 2000 | | 2001 | |
|-----------------|--------------|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|------------|-----|
| White | Female | 601 | 80% | 601 | 77% | 630 | 82% | 525 | 77% | 500 | 75% | 556 | 77% | 636 | 77% | 681 | 78% | 641 | 78% | 561 | 77% | 447 | 79% |
| White | Male | 118 | 16% | 115 | 15% | 116 | 15% | 139 | 20% | 125 | 19% | 130 | 18% | 153 | 19% | 149 | 17% | 143 | 17% | 113 | 15% | 78 | 14% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Black | Female | 20 | 3% | 27 | 3% | 12 | 2% | 10 | 1% | 18 | 3% | 23 | 3% | 17 | 2% | 24 | 3% | 22 | 3% | 35 | 5% | 22 | 4% |
| Black | Male | 7 | 1% | 5 | 1% | 3 | 0% | 3 | 0% | 11 | 2% | 6 | 1% | 3 | 0% | 10 | 1% | 8 | 1% | 9 | 1% | 5 | 1% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | Female | 1 | 0% | 9 | 1% | 1 | 0% | 3 | 0% | 5 | 1% | 3 | 0% | 6 | 1% | 5 | 1% | 1 | 0% | | | 7 | 1% |
| Hispanic | Male | 2 | 0% | | | 1 | 0% | 3 | 0% | 2 | 0% | 3 | 0% | | | 1 | 0% | 1 | 0% | 3 | 0% | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | Female | 4 | 1% | 19 | 2% | 2 | 0% | | | 3 | 0% | 1 | 0% | 4 | 0% | 5 | 1% | 4 | 0% | 6 | 1% | 4 | 1% |
| Asian | Male | | | 4 | 1% | | | | | | | 2 | 0% | 1 | 0% | 1 | 0% | 1 | 0% | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Native American | Female | | | | | | | | | | | 2 | 0% | 1 | 0% | 1 | 0% | 1 | 0% | 1 | 0% | 1 | 0% |
| Native American | Male | | | | | | | | | | | | | 1 | 0% | | | | | | | | |
| Other | Female | | | | | | | | | | | | | | | | | 3 | 0% | 2 | 0% | 5 | 1% |
| Other | Male | | | | | | | | | | | | | | | | | 2 | 0% | | | | |
| | Total | 753 | | 780 | | 765 | | 683 | | 664 | | 726 | | 822 | | 877 | | 827 | | 730 | | 569 | |

➤ Note: The number of private IHE post-baccalaureates seeking first time teacher licensure, has increased to an historical high of 634 in 2001.

➤ Note: The number and percent of blacks has increased to 14% in 1999 (45 persons) exceeding the previous high of 12% in 1996, and then to 17% in 2000 (86 persons) and 17% in 2001 (113 persons).

Table 39: Private Post BAs Seeking *First Time* Teacher Licensure

| Race | Sex | 1991 | | 1992 | | 1993 | | 1994 | | 1995 | | 1996 | | 1997 | | 1998 | | 1999 | | 2000 | | 2001 | |
|-----------------|--------|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|------|-----|
| White | Female | 126 | 71% | 124 | 63% | 111 | 58% | 132 | 64% | 142 | 59% | 144 | 60% | 164 | 64% | 132 | 58% | 172 | 64% | 301 | 60% | 379 | 60% |
| White | Male | 36 | 20% | 48 | 24% | 59 | 31% | 50 | 24% | 66 | 27% | 67 | 28% | 66 | 26% | 70 | 31% | 45 | 17% | 109 | 22% | 122 | 19% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Black | Female | 8 | 5% | 9 | 5% | 15 | 8% | 16 | 8% | 20 | 8% | 16 | 7% | 18 | 7% | 21 | 9% | 31 | 11% | 73 | 14% | 79 | 12% |
| Black | Male | 3 | 2% | 5 | 3% | 3 | 2% | 6 | 3% | 9 | 4% | 5 | 2% | 4 | 2% | 4 | 2% | 11 | 4% | 13 | 3% | 34 | 5% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Hispanic | Female | 1 | 1% | 2 | 1% | | | 1 | 0% | 1 | 0% | 3 | 1% | | | | | 1 | 0% | 3 | 1% | 4 | 1% |
| Hispanic | Male | 2 | 1% | | | 1 | 1% | | | | | 2 | 1% | | | | | 2 | 1% | 1 | 0% | 1 | 0% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Asian | Female | 1 | 1% | 6 | 3% | 1 | 1% | 1 | 0% | 3 | 1% | 2 | 1% | 3 | 1% | 1 | 0% | 4 | 1% | | | 7 | 1% |
| Asian | Male | | | 3 | 2% | | | | | | | | | 1 | 0% | | | 1 | 0% | | | 1 | 0% |
| | | | | | | | | | | | | | | | | | | | | | | | |
| Native American | Female | | | 1 | 1% | | | | | | | | | | | | | | | 2 | 0% | | |
| Native American | Male | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% | | 0% |
| Other | Female | | | | | | | | | | | | | 1 | 0% | | | 3 | 1% | 3 | 1% | 5 | 1% |
| Other | Male | | | | | | | | | | | | | | | | | | | | 2 | 0% | |
| | Total | 177 | | 198 | | 190 | | 206 | | 241 | | 239 | | 257 | | 228 | | 270 | | 505 | | 634 | |

Yields of Public IHE First Time Licensure Recipients

➤ **DEFINITION:** The table below shows 2-year yield rates (that is the percent of candidates that actually enter teaching over a 2 year period once eligible to enter) for public BAs seeking licensure for the first time. Given the available data at the time of this report, we can track those eligible in 2000 into the workforce in 2000 and 2001. This yield for those eligible from 2000 is reported as 2000 in the table below. We cannot report two year yields, given the data available at the time of this report, for those eligible in 2001.

➤ Note Yields for black males have increased to 88% in 1997. This yield has dropped to 70% in the most recent year of data.

Table 40: Yield Rates for Public BAs Seeking *First Time* Teacher Licensure

| Race | Sex | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|-----------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| White | Female | 40% | 55% | 56% | 54% | 59% | 57% | 64% | 65% | 73% | 63% |
| White | Male | 36% | 49% | 57% | 50% | 56% | 51% | 66% | 62% | 70% | 58% |
| Black | Female | 54% | 67% | 68% | 65% | 77% | 74% | 77% | 83% | 73% | 75% |
| Black | Male | 50% | 100% | 57% | 56% | 50% | 72% | 88% | 73% | 67% | 70% |
| Hispanic | Female | 50% | 50% | 67% | | 25% | 33% | 100% | 100% | 63% | 57% |
| Hispanic | Male | 0% | | 100% | | | 0% | | 0% | | 25% |
| Asian | Female | | 100% | 0% | 100% | 67% | 67% | 100% | 33% | 100% | 80% |
| Asian | Male | | | | 100% | | | | | 100% | |
| Native American | Female | | 50% | 0% | 100% | | 0% | | | 100% | 50% |
| Native American | Male | | | | | | | | | | |
| Other | Female | | | | | | | | | | |
| Other | Male | | | | | | | | | | |
| | Total | 40% | 55% | 57% | 54% | 59% | 57% | 65% | 66% | 72% | 63% |

➤ Note: For post-baccalaureates, the yields are noticeably lower than for the BAs. Again, the yields have increased over the past two years.

Table 41: Yield Rates for Public Post BAs Seeking *First Time* Teacher Licensure

| Race | Sex | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|-----------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| White | Female | 25% | 38% | 20% | 29% | 23% | 22% | 43% | 40% | 55% | 53% |
| White | Male | 20% | 42% | 31% | 28% | 19% | 25% | 37% | 37% | 54% | 45% |
| Black | Female | 40% | 45% | 41% | 42% | 31% | 23% | 56% | 33% | 49% | 44% |
| Black | Male | 20% | 33% | 56% | 30% | 36% | 20% | 52% | 59% | 59% | 45% |
| Hispanic | Female | 0% | 50% | 0% | 33% | 40% | 0% | 50% | 38% | 63% | 47% |
| Hispanic | Male | | 0% | | 0% | 0% | 100% | 50% | | | |
| Asian | Female | | | | | 14% | 20% | 67% | 50% | 22% | 40% |
| Asian | Male | | | 0% | 0% | 33% | 0% | | | | |
| Native American | Female | | 0% | 50% | 100% | 0% | | | | | |
| Native American | Male | | | | 0% | 0% | 0% | | | | |
| Other | Female | | | 100% | 0% | 50% | | | | 67% | |
| Other | Male | | | | | 100% | 50% | | | | |
| | Total | 24% | 39% | 24% | 29% | 23% | 23% | 43% | 39% | 54% | 50% |

Yields of Private IHE First Time Licensure Recipients

➤ Note: For private BAs seeking licensure for the first time, the yield rates are substantially lower than the rates for the public IHEs for all categories. The highest yield (substantially higher) is for black females at 77% in 2000

Table 42: Yield rates for Private BAs Seeking *First Time* Teacher Licensure

| Race | Sex | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|-----------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| White | Female | 29% | 37% | 35% | 35% | 36% | 35% | 42% | 42% | 46% | 47% |
| White | Male | 17% | 39% | 34% | 33% | 31% | 38% | 33% | 42% | 38% | 43% |
| Black | Female | 50% | 41% | 33% | 40% | 61% | 61% | 65% | 33% | 41% | 77% |
| Black | Male | 29% | 60% | 33% | 0% | 36% | 33% | 67% | 20% | 25% | 56% |
| Hispanic | Female | 0% | 0% | 0% | 0% | 60% | 33% | 9% | 20% | | |
| Hispanic | Male | 0% | | 0% | 33% | 0% | 33% | | 0% | 100% | |
| Asian | Female | 0% | 58% | 0% | | 33% | 0% | 25% | 40% | 25% | |
| Asian | Male | | 75% | | | | 0% | 100% | 0% | | |
| Native American | Female | | | | | | 50% | 0% | 0% | | |
| Native American | Male | | | | | | | 0% | | | |
| Other | Female | | | | | | | | | 33% | 100% |
| Other | Male | | | | | | | | | | |
| | Total | 27% | 38% | 35% | 35% | 36% | 36% | 40% | 41% | 44% | 48% |

➤ Note: For private post-baccalaureates the yields are somewhat lower as compared to private BAs

Table 43: Yield Rates for Private Post BAs Seeking *First Time* Teacher Licensure

| Race | Sex | 1991 | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 |
|-----------------|--------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|
| White | Female | 33% | 37% | 43% | 25% | 29% | 37% | 45% | 38% | 46% | 46% |
| White | Male | 19% | 52% | 37% | 40% | 29% | 28% | 36% | 36% | 40% | 37% |
| Black | Female | 75% | 44% | 53% | 56% | 40% | 44% | 50% | 43% | 52% | 41% |
| Black | Male | 67% | 80% | 67% | 67% | 44% | 20% | 25% | 0% | 64% | 23% |
| Hispanic | Female | 0% | 50% | | 0% | 0% | 33% | | | | |
| Hispanic | Male | 50% | | 0% | | | 100% | | | 100% | 100% |
| Asian | Female | 0% | 50% | 0% | 0% | 0% | 0% | 33% | 0% | | |
| Asian | Male | | 67% | | | | | 0% | | | |
| Native American | Female | | 0% | | | | | | | | 100% |
| Native American | Male | | | | | | | | | | |
| Other | Female | | | | | | | 100% | | 33% | 33% |
| Other | Male | | | | | | | | | | |
| | Total | 32% | 43% | 42% | 32% | 30% | 35% | 43% | 37% | 46% | 43% |

Entrance in Public Education by IHE Major

➤ **DEFINITION:** The table below shows the *number* of public IHE majors, for all degree levels, who enter over time, and the *percent* who enter. Since 1995, Tennessee has required an academic major in all teaching areas except special education, physical education, and some vocational areas.

In these tables, we are tracking first time entrants (i.e., no previous experience has been recorded).

➤ Note: For public IHEs, the greatest number of entrants over the past 5 years has been those with majors in elementary teacher education, multi/interdisciplinary studies, education general, and special education—meaning individuals where no major was indicated in their IHE record (i.e., post-baccalaureate pursuit of first time licensure).

➤ Note: Overall the yield among all degree levels for public IHEs from 1992 to 2001 was 60 percent.

**Table 40: Public IHE Majors by Area Eligible from 1992 to 2001, Number of Entrants from 1992 to 2001:
First Time Licensure for Teaching, Sorted by Percent Entry**

| Major Area | Major | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | No Record of Entry | Entrants to Date | Yield to Date |
|--------------------------------|-----------------------------------|------|------|------|------|------|------|------|------|------|------|--------------------|------------------|---------------|
| No Major | No Major | 2 | 2 | 1 | 6 | 4 | 14 | 78 | 50 | 15 | 6 | 72 | 178 | 71% |
| Early Childhood and Elementary | Area/Ethnic/Cultural Studies | | | 3 | 14 | 9 | 4 | | | | | 12 | 30 | 71% |
| | Education, Elem/EC | 58 | 117 | 92 | 62 | 36 | 45 | 46 | 43 | 67 | 54 | 271 | 620 | 70% |
| | Education, Elementary | 224 | 463 | 485 | 256 | 96 | 53 | 39 | 30 | 47 | 53 | 858 | 1746 | 67% |
| | Education, Reading | | | 1 | 1 | | | 1 | | | | 5 | 3 | 38% |
| | Lib Arts, Sci/Gen Studs, Hum | 3 | 3 | 4 | 9 | 13 | 26 | 21 | 26 | 34 | 33 | 57 | 172 | 75% |
| | Multi/Interdisciplinary Studies | 9 | 7 | 12 | 137 | 338 | 423 | 486 | 500 | 571 | 582 | 1476 | 3065 | 67% |
| Fine Arts | Education, Art | | 5 | 4 | 10 | 7 | 5 | 3 | 7 | 6 | 12 | 35 | 59 | 63% |
| | Education, Music | 7 | 8 | 11 | 10 | 12 | 5 | 8 | 2 | 4 | 5 | 65 | 72 | 53% |
| | Visual & Performing Arts, Music | 2 | 6 | 4 | 5 | 9 | 15 | 20 | 25 | 16 | 35 | 100 | 137 | 58% |
| | Visual & Performing Arts, Other | | 6 | 1 | 1 | 3 | 2 | 4 | 2 | 6 | 5 | 27 | 30 | 53% |
| | Visual & Performing Arts, Theater | | 8 | 10 | 6 | 2 | 2 | 5 | 1 | 1 | 1 | 11 | 36 | 77% |
| General | Communications | | 1 | | | | | | | | | 1 | 1 | 50% |
| | Education, General | 38 | 81 | 69 | 69 | 53 | 70 | 65 | 90 | 139 | 92 | 1111 | 766 | 41% |
| | Education, K-12 | | 1 | | | | 1 | 1 | 1 | | 20 | 21 | 24 | 53% |
| Health and Physical Education | Education, Health | 1 | 1 | 3 | 2 | 3 | | 1 | 2 | 2 | | 21 | 15 | 42% |
| | Education, Physical Education | 6 | 9 | 2 | | | | | 1 | 1 | | 20 | 19 | 49% |
| | Health & Physical Ed | 4 | 29 | 29 | 39 | 38 | 25 | 44 | 37 | 44 | 40 | 276 | 329 | 54% |
| | Health Professions & Rel Sci | | | | | | 1 | 3 | | | | 4 | 4 | 50% |

| Major Area | Major | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | No Record of Entry | Entrants to Date | Yield to Date |
|--------------------------|---|------|------|------|------|------|------|------|------|------|------|--------------------------|---------------------|------------------|
| Other Professional Staff | Education, Administration | 5 | 5 | 2 | 1 | | 1 | 1 | 1 | 1 | | 67 | 17 | 20% |
| | Education, Counselor | 3 | 8 | 5 | 6 | 8 | 5 | 6 | 4 | 9 | 16 | 164 | 70 | 30% |
| | Library Science | | | | | | | 1 | | | | 7 | 1 | 13% |
| | Social Work | | | | | | 3 | | | | 2 | 6 | 5 | 45% |
| Secondary | Biological Sciences/Life Sciences | 1 | 1 | 6 | 6 | 2 | 1 | 6 | 4 | 6 | 8 | 43 | 41 | 49% |
| | Education, English | 1 | | 3 | 7 | 7 | 8 | 8 | 7 | 8 | 14 | 52 | 63 | 55% |
| | Education, Foreign Language | 1 | | | | | | 1 | | | | 7 | 2 | 22% |
| | Education, Foreign Language: French | | | | 1 | | | | | | | 0 | 1 | 100% |
| | Education, Math | | | 6 | 6 | 4 | 4 | 4 | 4 | 3 | 8 | 31 | 39 | 56% |
| | Education, Science | | 1 | | | 1 | 2 | 4 | 1 | 3 | 1 | 10 | 13 | 57% |
| | Education, Science: Biology | | | | | | 2 | 4 | 2 | 6 | 1 | 13 | 15 | 54% |
| | Education, Science: Chemistry | | | | | | | | | 1 | | 1 | 1 | 50% |
| | Education, Secondary | 38 | 100 | 70 | 61 | 45 | 34 | 49 | 27 | 53 | 36 | 392 | 513 | 57% |
| | Education, Social Studies | | | | | 1 | 2 | 3 | 3 | 1 | 8 | 38 | 18 | 32% |
| | Education, Social Studies: History | | | | | 5 | 4 | 5 | 3 | 1 | 5 | 15 | 23 | 61% |
| | English Language/Lit/Letters | 7 | 18 | 16 | 13 | 18 | 13 | 12 | 12 | 17 | 10 | 105 | 136 | 56% |
| | Foreign Languages & Lits, French | | | | 1 | | | | | | | 1 | 1 | 50% |
| | Foreign Languages & Lits, Latin | | | | | | | | | 1 | | 0 | 1 | 100% |
| | Foreign Languages & Lits, Other | | 4 | 1 | 1 | 1 | 2 | 5 | 2 | 3 | 3 | 19 | 22 | 54% |
| | Foreign Languages & Lits, Spanish | | | | | | | | | | | 2 | 0 | 0% |
| | Government | | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 9 | 75% |
| | History | 2 | 5 | 6 | 7 | 2 | 4 | 8 | 11 | 11 | 13 | 99 | 69 | 41% |
| | Mathematics | 9 | 10 | 16 | 10 | 9 | 10 | 13 | 13 | 12 | 10 | 68 | 112 | 62% |
| | Philosophy & Religion | | | | | | | | | | | 1 | 0 | 0% |
| | Physical Sciences, Chemistry | | 1 | 1 | 1 | | | | 1 | | | 3 | 4 | 57% |
| | Physical Sciences, Geology | | 1 | | | | | | | | | 6 | 1 | 14% |
| | Physical Sciences, Other | 1 | | | | | | | | | | 0 | 1 | 100% |
| | Physical Sciences, Physics | | | | | | | | | 2 | | 2 | 2 | 50% |
| | Psychology | 1 | 3 | 2 | 3 | | 2 | 3 | 2 | 13 | 7 | 29 | 36 | 55% |
| | Social Sciences & History, Geography | | | | | | 1 | | 1 | 1 | 2 | 7 | 5 | 42% |
| | Social Sciences & History, Other | 3 | 8 | 6 | 12 | 15 | | 2 | 3 | 3 | 5 | 20 | 57 | 74% |
| | Sociology | | 1 | | | | | | | 2 | 4 | 2 | 7 | 78% |

| Major Area | Major | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | No Record of Entry | Entrants to Date | Yield to Date |
|----------------------|----------------------------|------|------|------|------|------|------|------|------|------|------|--------------------------|---------------------|------------------|
| Special Education | Education, Special | 42 | 81 | 94 | 65 | 78 | 85 | 64 | 65 | 88 | 65 | 503 | 727 | 59% |
| | Speech-Language Pathology | 1 | 4 | 7 | 9 | 4 | 8 | 2 | 5 | 16 | 19 | 162 | 75 | 32% |
| Vocational Education | Agricultural Sciences | 1 | 4 | 1 | 2 | 2 | 5 | 5 | 6 | 3 | 8 | 32 | 37 | 54% |
| | Business Mgmt & Admin Svcs | | 1 | | 2 | | 1 | | | 1 | | 2 | 5 | 71% |
| | Education, Agriculture | | 1 | 4 | 2 | 2 | 1 | 1 | 1 | | 4 | 8 | 16 | 67% |
| | Education, Business | 3 | 6 | 11 | 11 | 4 | 9 | 6 | 8 | 5 | 5 | 48 | 68 | 59% |
| | Education, Home Economics | 2 | 7 | 3 | 1 | 2 | | | 1 | 1 | 1 | 7 | 18 | 72% |
| | Education, Technology | 2 | 4 | 1 | | | 4 | | 4 | 4 | 1 | 17 | 20 | 54% |
| | Engineering | | | | 1 | | | | | | | 0 | 1 | 100% |
| | Engineering-Related Techs | | | 2 | | | | 1 | | 1 | | 8 | 4 | 33% |
| | Home Economics | 1 | 2 | 1 | 4 | 7 | 22 | 18 | 22 | 26 | 49 | 154 | 152 | 50% |
| Total | | 478 | 1024 | 996 | 860 | 841 | 925 | 1058 | 1031 | 1256 | 1245 | 6597 | 9714 | 60% |

➤ Note: The table below shows the positions public IHE majors take upon first being hired, the table that follows shows what percentage of a position comes from a particular major.

Table 41: All Levels, Public IHE majors eligible since 1992, first licensure recipients, Mapped into Positions: 1992-2001 by Degree Major and New Entrants by Position from Tennessee Public IHEs.

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Elem. Principals | Supervisors | Asst. Elem. & Sec. Principals | Superintendents | Grand Total |
|--------------------------------|-----------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|------------------|-------------|-------------------------------|-----------------|-------------|
| | | 1 | 9 | 46 | 18 | 20 | 5 | 4 | 4 | 5 | 17 | 4 | 5 | 12 | 18 | 1 | 3 | 6 | | | | | 178 |
| Early Childhood and Elementary | Area/Ethnic/Cultural Studies | | | 15 | 10 | 5 | | | | | | | | | | | | | | | | | 30 |
| | Education, Elem/EC | 36 | 217 | 284 | 38 | 13 | | | | | 6 | | | 2 | 14 | 3 | | 7 | | | | | 620 |
| | Education, Elementary | 15 | 101 | 915 | 379 | 188 | | 1 | 1 | 3 | 23 | 1 | 1 | 2 | 75 | 12 | 9 | 20 | | | | | 1746 |
| | Education, Reading | | | 2 | | | | | | | | | | | 1 | | | | | | | | 3 |
| | Lib Arts, Sci/Gen Studs, Hum | | 12 | 95 | 43 | 13 | | | | | 4 | | | | 5 | | | | | | | | 172 |
| | Multi/Interdisciplin Studies | 13 | 302 | 1526 | 596 | 414 | | 1 | | 2 | 82 | 10 | | 1 | 93 | 13 | 5 | 4 | | 1 | 1 | 1 | 3065 |
| Fine Arts | Education, Art | | | 44 | | 3 | | | | | 8 | | | | 2 | 1 | | 1 | | | | | 59 |
| | Education, Music | | | 41 | 2 | 2 | | | | 1 | 26 | | | | | | | | | | | | 72 |
| | Visual & Performing Arts, Music | | 2 | 87 | 3 | 1 | | | 1 | 1 | 40 | | | | | 1 | | 1 | | | | | 137 |
| | Visual & Performing Arts, Other | | 1 | 20 | 1 | 2 | | | | | 6 | | | | | | | | | | | | 30 |
| | Visual & Performing Arts, Theater | | | 1 | | | | | 1 | | 3 | | | 1 | 6 | | | 24 | | | | | 36 |
| | | | | | | | | | | | | | | | | | | | | | | | 1 |
| General | Communications | | | | | | | | | | 1 | | | | | | | | | | | | 1 |
| | Education, General | 2 | 61 | 250 | 93 | 74 | 3 | 8 | 19 | 13 | 110 | 10 | 14 | 5 | 52 | 5 | 13 | 34 | | | | | 766 |
| | Education, K-12 | | 4 | 7 | 2 | 6 | | | | | | | | | 1 | | 4 | | | | | | 24 |

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Elem. Principals | Supervisors | Asst. Elem. & Sec. Principals | Superintendents | Grand Total |
|-------------------------------|-------------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|------------------|-------------|-------------------------------|-----------------|-------------|
| Health and Physical Education | Education, Health | | | 2 | | 5 | | | | | 5 | 3 | | | | | | | | | | | 15 |
| | Education, Physical Education | | | 8 | 3 | 2 | | | | 1 | 3 | 1 | | | 1 | | | | | | | | 19 |
| | Health & Physical Ed | | 3 | 165 | 18 | 35 | | 1 | 1 | 6 | 72 | 7 | 6 | 2 | 11 | | | 1 | 1 | | | | 329 |
| | Health Professions & Rel Sci | | | 2 | 1 | | | | | | 1 | | | | | | | | | | | | 4 |
| Other Professional Staff | Education, Administration | 1 | | 4 | 1 | 2 | 1 | | | 2 | 3 | | | | 3 | | | | | | | | 17 |
| | Education, Counselor | 1 | 1 | 7 | 1 | 3 | 1 | | | 1 | 4 | | 1 | | 5 | | 44 | 1 | | | | | 70 |
| | Library Science | | | | 1 | | | | | | | | | | | | | | | | | | 1 |
| | Social Work | | | | | | | | | | | | | | | | | 5 | | | | | 5 |
| Secondary | Biological Sciences/Life Sciences | | | | 1 | 8 | 1 | | | | 10 | 20 | | | 1 | | | | | | | | 41 |
| | Education, English | 1 | | | 2 | 16 | | | 25 | | 14 | | | | 3 | 1 | | 1 | | | | | 63 |
| | Education, Foreign Language | | | | | | | 1 | | | 1 | | | | | | | | | | | | 2 |
| | Education, Foreign Language: French | | | | | 1 | | | | | | | | | | | | | | | | | 1 |
| | Education, Math | | | 1 | | 5 | | | | 23 | 7 | | | 2 | 1 | | | | | | | | 39 |
| | Education, Science | | | 1 | 1 | 6 | | | | | 2 | 3 | | | | | | | | | | | 13 |
| | Education, Science: Biology | | | | 1 | 3 | | | | | 1 | 10 | | | | | | | | | | | 15 |
| | Education, Science: Chemistry | | | | | | | | | | | 1 | | | | | | | | | | | 1 |
| | Education, Secondary | 1 | | 19 | 27 | 96 | 4 | 11 | 33 | 59 | 108 | 51 | 45 | 15 | 32 | 3 | 4 | 5 | | | | | 513 |
| | Education, Social Studies | | | 1 | 2 | 5 | | | | | 5 | | 2 | | 3 | | | | | | | | 18 |
| | Education, Social Studies: History | | | | 1 | 7 | | | | | 7 | | 7 | | 1 | | | | | | | | 23 |
| | English Language/Lit/Letters | | 1 | 5 | 8 | 24 | 1 | 6 | 47 | 1 | 37 | | 1 | | 2 | 3 | | | | | | | 136 |

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Elem. Principals | Supervisors | Asst. Elem. & Sec. Principals | Superintendents | Grand Total |
|-------------------|--------------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|------------------|-------------|-------------------------------|-----------------|-------------|
| | Foreign Languages & Lits, French | | | | | 1 | | | | | | | | | | | | | | | | | 1 |
| | Foreign Languages & Lits, Latin | | | | | | | | | | 1 | | | | | | | | | | | | 1 |
| | Foreign Languages & Lits, Other | 1 | | | 2 | 1 | | 10 | 1 | | 6 | | | | | | | 1 | | | | | 22 |
| | Government | | | | | 1 | | | | | 1 | | 6 | | 1 | | | | | | | | 9 |
| | History | | | 6 | 6 | 17 | | 1 | | | 15 | 1 | 18 | | 4 | 1 | | | | | | | 69 |
| | Mathematics | | | | 3 | 19 | | 1 | 1 | 59 | 27 | 1 | | | | | | 1 | | | | | 112 |
| | Physical Sciences, Chemistry | | | | | | | | | | 1 | 3 | | | | | | | | | | | 4 |
| | Physical Sciences, Geology | | | | | 1 | | | | | | | | | | | | | | | | | 1 |
| | Physical Sciences, Other | | | | | | | | | | 1 | | | | | | | | | | | | 1 |
| | Physical Sciences, Physics | | | | | | | | | | 1 | 1 | | | | | | | | | | | 2 |
| | Psychology | | 4 | 11 | 2 | | | | | | | | | | | | 1 | 18 | | | | | 36 |
| | Social Sciences & History, Geography | | | 1 | | 1 | | | | | | | 3 | | | | | | | | | | 5 |
| | Social Sciences & History, Other | | | 1 | | 18 | | 1 | 1 | | 16 | | 16 | 1 | 3 | | | | | | | | 57 |
| | Sociology | | | 5 | 1 | | | | | | | | | | | 1 | | | | | | | 7 |
| Special Education | Education, Special | 8 | 4 | 18 | 7 | 13 | | | | | 7 | | | 1 | 656 | | 5 | 8 | | | | | 727 |
| | Speech-Language Pathology | 1 | | 2 | | | | | | | | | | | 17 | | | 55 | | | | | 75 |

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Elem. Principals | Supervisors | Asst. Elem. & Sec. Principals | Superintendents | Grand Total |
|----------------------|----------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|------------------|-------------|-------------------------------|-----------------|-------------|
| Vocational Education | Agricultural Sciences | | | | | 1 | | | | | 1 | 4 | | 30 | 1 | | | | | | | | 37 |
| | Business Mgmt & Admin Svcs | | | 1 | | | 2 | | | | | | 1 | 1 | | | | | | | | | 5 |
| | Education, Agriculture | | | 1 | | | 1 | | | 1 | | | | 13 | | | | | | | | | 16 |
| | Education, Business | | 1 | | 2 | 3 | 19 | | | 3 | 10 | | 4 | 20 | 2 | | 2 | 2 | | | | | 68 |
| | Education, Home Economics | | | 2 | 1 | | | | | | 1 | | | 13 | | | 1 | | | | | | 18 |
| | Education, Technology | | | | 1 | 5 | 1 | | | | 6 | | | 6 | | 1 | | | | | | | 20 |
| | Engineering | | | | | | | | | | | | | | 1 | | | | | | | | 1 |
| | Engineering-Related Techs | | | 1 | | 1 | | | | | | | | 2 | | | | | | | | | 4 |
| | Home Economics | 8 | 35 | 81 | 1 | 2 | | | | | 7 | | | 15 | 3 | | | | | | | | 152 |
| Grand Total | | 89 | 758 | 3678 | 1279 | 1043 | 39 | 46 | 135 | 181 | 707 | 131 | 130 | 144 | 1018 | 46 | 91 | 195 | 1 | 1 | 1 | 1 | 9714 |

➤ **DEFINITION:** The columns in the table below add to 100%---so each cells in a column shows the participation by major to a position, and the totals by area represent the sum of those percentages by that major area

➤ Note: Special education as position draws 58.8% of its entrants from the special education major.

➤ Note: Mathematics draws 41.3% of its entrants from math majors.

Table 44: Percent of Public IHE Majors, first licensure recipients, Entry by Position: 1992 to 2001³

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Elem. Principals | Other Adim |
|--------------------------------|-----------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|------------------|------------|
| Early Childhood and Elementary | | 1.1% | 1.2% | 1.3% | 1.4% | 1.9% | 12.8% | 8.7% | 3.0% | 2.8% | 2.4% | 3.1% | 3.8% | 8.3% | 1.8% | 2.2% | 3.3% | 3.1% | | |
| | Area/Ethnic/Cultural Studies | | | 0.4% | 0.8% | 0.5% | | | | | | | | | | | | | | |
| | Education, Elem/EC | 40.4% | 28.6% | 7.7% | 3.0% | 1.2% | | | | 0.8% | | | | 1.4% | 1.4% | 6.5% | | 3.6% | | |
| | Education, Elementary | 16.9% | 13.3% | 24.9% | 29.6% | 18.0% | | 2.2% | 0.7% | 1.7% | 3.3% | 0.8% | 0.8% | 1.4% | 7.4% | 26.1% | 9.9% | 10.3% | | |
| | Education, Reading | | | 0.1% | | | | | | | | | | | 0.1% | | | | | |
| | Lib Arts, Sci/Gen Studs, Hum | | 1.6% | 2.6% | 3.4% | 1.2% | | | | 0.6% | | | | | 0.5% | | | | | |
| | Multi/Interdisciplin Studies | 14.6% | 39.8% | 41.5% | 46.6% | 39.7% | | 2.2% | | 1.1% | 11.6% | 7.6% | | 0.7% | 9.1% | 28.3% | 5.5% | 2.1% | | 100% |
| Fine Arts | Education, Art | | | 1.2% | | 0.3% | | | | | 1.1% | | | | 0.2% | 2.2% | | 0.5% | | |
| | Education, Music | | | 1.1% | 0.2% | 0.2% | | | | 0.6% | 3.7% | | | | | | | | | |
| | Visual & Performing Arts, Music | | 0.3% | 2.4% | 0.2% | 0.1% | | | 0.7% | 0.6% | 5.7% | | | | | 2.2% | | 0.5% | | |
| | Visual & Performing Arts, Other | | 0.1% | 0.5% | 0.1% | 0.2% | | | | | 0.8% | | | | | | | | | |
| | Visual & Performing Arts, Theater | | | 0.0% | | | | | 0.7% | | 0.4% | | | 0.7% | 0.6% | | | 12.3% | | |

³ Some position categories are missing, as no entrants were recorded for those positions.

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Elem. Principals | Other Adm |
|-------------------------------|-------------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|------------------|-----------|
| General | Communications | | | | | | | | | | 0.1% | | | | | | | | | |
| | Education, General | 2.2% | 8.0% | 6.8% | 7.3% | 7.1% | 7.7% | 17.4% | 14.1% | 7.2% | 15.6% | 7.6% | 10.8% | 3.5% | 5.1% | 10.9% | 14.3% | 17.4% | | |
| | Education, K-12 | | 0.5% | 0.2% | 0.2% | 0.6% | | | | | | | | | 0.1% | | 4.4% | | | |
| Health and Physical Education | Education, Health | | | 0.1% | | 0.5% | | | | | 0.7% | 2.3% | | | | | | | | |
| | Education, Physical Education | | | 0.2% | 0.2% | 0.2% | | | | 0.6% | 0.4% | 0.8% | | 0.1% | | | | | | |
| | Health & Physical Ed | | 0.4% | 4.5% | 1.4% | 3.4% | | 2.2% | 0.7% | 3.3% | 10.2% | 5.3% | 4.6% | 1.4% | 1.1% | | | 0.5% | 100% | |
| | Health Professions & Rel Sci | | | 0.1% | 0.1% | | | | | | 0.1% | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| Other Professional Staff | Education, Administration | 1.1% | | 0.1% | 0.1% | 0.2% | 2.6% | | | 1.1% | 0.4% | | | | 0.3% | | | | | |
| | Education, Counselor | 1.1% | 0.1% | 0.2% | 0.1% | 0.3% | 2.6% | | | 0.6% | 0.6% | | 0.8% | | 0.5% | | 48.4% | 0.5% | | |
| | Library Science | | | | 0.1% | | | | | | | | | | | | | | | |
| | Social Work | | | | | | | | | | | | | | | | | 2.6% | | |
| Secondary | Biological Sciences/Life Sciences | | | | 0.1% | 0.8% | 2.6% | | | | 1.4% | 15.3% | | | 0.1% | | | | | |
| | Education, English | 1.1% | | | 0.2% | 1.5% | | | 18.5% | | 2.0% | | | | 0.3% | 2.2% | | 0.5% | | |
| | Education, Foreign Language | | | | | | | 2.2% | | | 0.1% | | | | | | | | | |
| | Education, Foreign Language: French | | | | | 0.1% | | | | | | | | | | | | | | |
| | Education, Math | | | 0.0% | | 0.5% | | | | 12.7% | 1.0% | | | 1.4% | 0.1% | | | | | |
| | Education, Science | | | 0.0% | 0.1% | 0.6% | | | | | 0.3% | 2.3% | | | | | | | | |
| | Education, Science: Biology | | | | 0.1% | 0.3% | | | | | 0.1% | 7.6% | | | | | | | | |
| | Education, Science: Chemistry | | | | | | | | | | | 0.8% | | | | | | | | |
| | Education, Secondary | 1.1% | | 0.5% | 2.1% | 9.2% | 10.3% | 23.9% | 24.4% | 32.6% | 15.3% | 38.9% | 34.6% | 10.4% | 3.1% | 6.5% | 4.4% | 2.6% | | |
| | Education, Social Studies | | | 0.0% | 0.2% | 0.5% | | | | | 0.7% | | 1.5% | | 0.3% | | | | | |
| | Education, Social Studies: History | | | | 0.1% | 0.7% | | | | | 1.0% | | 5.4% | | 0.1% | | | | | |
| | English Language/Lit/Letters | | 0.1% | 0.1% | 0.6% | 2.3% | 2.6% | 13.0% | 34.8% | 0.6% | 5.2% | | 0.8% | | 0.2% | 6.5% | | | | |
| | Foreign Languages & Lits, French | | | | | 0.1% | | | | | | | | | | | | | | |
| | Foreign Languages & Lits, Latin | | | | | | | | | | 0.1% | | | | | | | | | |
| | Foreign Languages & Lits, Other | 1.1% | | | 0.2% | 0.1% | | 21.7% | 0.7% | | 0.8% | | | | | | | 0.5% | | |

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Elem. Principals | Other Adim |
|----------------------|--------------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|--------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|------------------|------------|
| | Government | | | | | 0.1% | | | | | 0.1% | | 4.6% | | 0.1% | | | | | |
| | History | | | 0.2% | 0.5% | 1.6% | | 2.2% | | | 2.1% | 0.8% | 13.8% | | 0.4% | 2.2% | | | | |
| | Mathematics | | | | 0.2% | 1.8% | | 2.2% | 0.7% | 32.6% | 3.8% | 0.8% | | | | | | 0.5% | | |
| | Physical Sciences, Chemistry | | | | | | | | | | 0.1% | 2.3% | | | | | | | | |
| | Physical Sciences, Geology | | | | | 0.1% | | | | | | | | | | | | | | |
| | Physical Sciences, Other | | | | | | | | | | 0.1% | | | | | | | | | |
| | Physical Sciences, Physics | | | | | | | | | | 0.1% | 0.8% | | | | | | | | |
| | Psychology | | 0.5% | 0.3% | 0.2% | | | | | | | | | | | | 1.1% | 9.2% | | |
| | Social Sciences & History, Geography | | | 0.0% | | 0.1% | | | | | | | 2.3% | | | | | | | |
| | Social Sciences & History, Other | | | 0.0% | | 1.7% | | 2.2% | 0.7% | | 2.3% | | 12.3% | 0.7% | 0.3% | | | | | |
| | Sociology | | | 0.1% | 0.1% | | | | | | | | | | | 2.2% | | | | |
| Special Education | Education, Special | 9.0% | 0.5% | 0.5% | 0.5% | 1.2% | | | | | 1.0% | | | 0.7% | 64.4% | | 5.5% | 4.1% | | |
| | Speech-Language Pathology | 1.1% | | 0.1% | | | | | | | | | | | 1.7% | | | 28.2% | | |
| Vocational Education | Agricultural Sciences | | | | | 0.1% | | | | | 0.1% | 3.1% | | 20.8% | 0.1% | | | | | |
| | Business Mgmt & Admin Svcs | | | 0.0% | | | 5.1% | | | | | | 0.8% | 0.7% | | | | | | |
| | Education, Agriculture | | | 0.0% | | | 2.6% | | | 0.6% | | | | 9.0% | | | | | | |
| | Education, Business | | 0.1% | | 0.2% | 0.3% | 48.7% | | | 1.7% | 1.4% | | 3.1% | 13.9% | 0.2% | | 2.2% | 1.0% | | |
| | Education, Home Economics | | | 0.1% | 0.1% | | | | | | 0.1% | | | 9.0% | | | 1.1% | | | |
| | Education, Technology | | | | 0.1% | 0.5% | 2.6% | | | | 0.8% | | | 4.2% | | 2.2% | | | | |
| | Engineering | | | | | | | | | | | | | | 0.1% | | | | | |
| | Engineering-Related Techs | | | 0.0% | | 0.1% | | | | | | | | 1.4% | | | | | | |
| | Home Economics | 9.0% | 4.6% | 2.2% | 0.1% | 0.2% | | | | | 1.0% | | | 10.4% | 0.3% | | | | | |
| Grand Total | | 89 | 758 | 3678 | 1279 | 1043 | 39 | 46 | 135 | 181 | 707 | 131 | 130 | 144 | 1018 | 46 | 91 | 195 | 1 | 1 |

➤ **DEFINITION:** The table below shows the *number* of private IHE majors, for all degree levels, who enter over time, and the *percent* who enter. Since 1995, Tennessee has required an academic major in all teaching areas except special education, physical education, and some vocational areas.

We are tracking first time entrants (i.e., no previous experience has been recorded)

➤ Note: As with public IHEs, the greatest number of entrants over the past 5 years has been elementary teacher education and multi/interdisciplinary studies.

➤ Note: The total yield from private IHE majors of all degree levels is 43 percent.

Table 45: Private IHE Majors by Area, Number of Entrants from 1992- 2001: *First Time* Licensure for Teaching, Grouped by Area

| Major Area | Major | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | No Record of Entry | Entrants to Date | Yield to Date |
|---|-----------------------------------|------|------|------|------|------|------|------|------|------|------|--------------------------|---------------------|------------------|
| No Major | No Major | 9 | 13 | 2 | 2 | 5 | 6 | 3 | 16 | 7 | 1 | 57 | 64 | 53% |
| Early Childhood and Elementary | Area/Ethnic/Cultural Studies | | | | | | | | | 1 | | 6 | 1 | 14% |
| | Education, Elem/EC | 1 | 8 | 10 | 4 | 5 | 9 | 10 | 11 | 10 | 15 | 142 | 83 | 37% |
| | Education, Elementary | 141 | 215 | 160 | 106 | 68 | 63 | 60 | 41 | 84 | 72 | 1403 | 1010 | 42% |
| | Education, Reading | | | | | | | | | | | 5 | 0 | 0% |
| | Lib Arts, Sci/Gen Studs, Hum | | | 3 | 11 | 28 | 26 | 87 | 72 | 104 | 87 | 404 | 418 | 51% |
| | Multi/Interdisciplin Studies | 5 | 4 | 18 | 55 | 83 | 95 | 108 | 118 | 122 | 112 | 634 | 720 | 53% |
| Fine Arts | Education, Art | | | | | | | | | | | 1 | 0 | 0% |
| | Education, Music | 2 | 11 | 4 | 11 | 7 | 6 | 11 | 15 | 10 | 14 | 186 | 91 | 33% |
| | Visual & Performing Arts, Music | 1 | | 1 | 3 | 1 | 6 | 6 | 1 | 1 | 1 | 39 | 21 | 35% |
| | Visual & Performing Arts, Other | 1 | 2 | 2 | 3 | 3 | 1 | 4 | 3 | 1 | 3 | 19 | 23 | 55% |
| | Visual & Performing Arts, Theater | | | | | | | | | | | 1 | 0 | 0% |
| General | Communications | | | | | 1 | | 1 | 1 | | 2 | 7 | 5 | 42% |
| | Education, ESL | | | | | | | | | | | 1 | 0 | 0% |
| | Education, General | 5 | 28 | 20 | 17 | 22 | 30 | 67 | 29 | 52 | 53 | 294 | 323 | 52% |
| | Education, K-12 | | | | | | | 2 | 2 | 6 | 17 | 50 | 27 | 35% |
| | Education, Middle | | 1 | 1 | 2 | | 2 | | 2 | 3 | 2 | 6 | 13 | 68% |
| Health and Physical Education | Education, Health | | | | | | | | | | | 1 | 0 | 0% |
| | Education, Physical Education | 9 | 20 | 5 | 8 | 4 | 3 | 3 | 2 | 9 | 5 | 130 | 68 | 34% |
| | Health & Physical Ed | | 3 | 16 | 11 | 13 | 20 | 17 | 21 | 29 | 26 | 172 | 156 | 48% |
| | Health Professions & Rel Sci | | | | | 1 | | | | | 1 | 0 | 2 | 100% |
| Other Professional Staff | Education, Administration | | | | | | | | | | | 3 | 0 | 0% |
| | Education, Counselor | | | | | | | | | | | 2 | 0 | 0% |
| | Social Work | | | | | | | | | | 1 | 0 | 1 | 100% |

| Major Area | Major | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | No Record of Entry | Entrants to Date | Yield to Date |
|------------|-------------------------------------|------|------|------|------|------|------|------|------|------|------|--------------------------|---------------------|------------------|
| Secondary | Biological Sciences/Life Sciences | 4 | 8 | 4 | 8 | 7 | 5 | 2 | 4 | 3 | 7 | 115 | 52 | 31% |
| | Computer & Information Science | | | | | | | | | | | 2 | 0 | 0% |
| | Conserv & Renewable Nat Res | | | | | | 5 | | | | | 3 | 5 | 63% |
| | Economics | | | | | | | | | | | 1 | 0 | 0% |
| | Education, English | 1 | 3 | 10 | 3 | 6 | 2 | 2 | 2 | 2 | 4 | 49 | 35 | 42% |
| | Education, Foreign Language | | 1 | | | | | | | | | 2 | 1 | 33% |
| | Education, Foreign Language: French | | | | | | | | | | | 5 | 0 | 0% |
| | Education, Math | 2 | 3 | 3 | 1 | 2 | 1 | 2 | 2 | | 1 | 16 | 17 | 52% |
| | Education, Science | 3 | 1 | | | | | | | | | 9 | 4 | 31% |
| | Education, Science: Biology | | | | 1 | | | 1 | 1 | 3 | 1 | 4 | 7 | 64% |
| | Education, Science: Chemistry | | | | | | | | | | 1 | 2 | 1 | 33% |
| | Education, Science: Physics | | | | | | | | | | | 1 | 0 | 0% |
| | Education, Secondary | 9 | 12 | 11 | 19 | 8 | 10 | 13 | 8 | 21 | 5 | 321 | 116 | 27% |
| | Education, Social Studies | | 4 | 3 | 3 | | | | | | | 15 | 10 | 40% |
| | Education, Social Studies: History | | | | | | 1 | 1 | | | | 17 | 0 | 0% |
| | English Language/Lit/Letters | 5 | 16 | 6 | 19 | 8 | 19 | 16 | 21 | 23 | 26 | 318 | 159 | 33% |
| | Foreign Languages & Lits, French | | 1 | | 1 | 2 | | 2 | 1 | 1 | | 9 | 8 | 47% |
| | Foreign Languages & Lits, German | | | | | | | | | | | 2 | 0 | 0% |
| | Foreign Languages & Lits, Latin | | | | | | | | | 1 | | 2 | 0 | 0% |
| | Foreign Languages & Lits, Other | | | | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 16 | 9 | 36% |
| | Foreign Languages & Lits, Spanish | | | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 25 | 10 | 29% |
| | Government | | | 1 | | | | 1 | | 1 | | 9 | 3 | 25% |
| | History | 3 | 3 | 7 | 13 | 11 | 13 | 17 | 16 | 31 | 22 | 265 | 136 | 34% |
| | Mathematics | 9 | 8 | 11 | 13 | 15 | 15 | 11 | 7 | 12 | 15 | 166 | 116 | 41% |
| | Philosophy & Religion | | | | | | | | | 1 | | 18 | 1 | 5% |
| | Physical Sciences, Chemistry | | 1 | | 2 | 2 | 1 | 1 | 2 | | 1 | 11 | 10 | 48% |
| | Physical Sciences, Geology | | | | | | | | | | | 1 | 0 | 0% |
| | Physical Sciences, Physics | 1 | | | | | | | | | | 4 | 1 | 20% |
| | Psychology | | 1 | | | 3 | 4 | 2 | 6 | 9 | 7 | 69 | 32 | 32% |
| | Social Sciences & History, Other | 1 | 4 | 7 | 3 | 1 | 3 | 2 | 2 | 1 | 1 | 59 | 25 | 30% |
| | Sociology | | 1 | | 1 | | | | | | 1 | 2 | 3 | 60% |
| | Theol Studs & Religious Voc | | 1 | | | | | 1 | 2 | | | 46 | 4 | 8% |

| Major Area | Major | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | No Record of Entry | Entrants to Date | Yield to Date |
|-----------------------------|----------------------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|--------------------------|---------------------|------------------|
| Special Education | Education, Special | 4 | 20 | 14 | 8 | 18 | 24 | 30 | 23 | 22 | 40 | 299 | 203 | 40% |
| | Education, Special: Speech | | | | | | | | | | | 1 | 0 | 0% |
| | Speech-Language Pathology | | 1 | 4 | 3 | 2 | | 1 | | | | 2 | 11 | 85% |
| Vocational Education | Business Mgmt & Admin Svcs | | | | 2 | 1 | 2 | 2 | 6 | 2 | 3 | 26 | 18 | 41% |
| | Education, Business | | 1 | | | | | | | 1 | | 4 | 2 | 33% |
| | Education, Home Economics | 2 | 1 | | | | | 1 | 1 | 2 | 1 | 8 | 8 | 50% |
| | Engineering | | | | | | | 1 | | | 1 | 1 | 2 | 67% |
| | Home Economics | | 1 | 9 | 10 | 17 | 19 | 27 | 26 | 21 | 26 | 96 | 156 | 62% |
| Total | | 218 | 397 | 333 | 346 | 346 | 395 | 517 | 467 | 598 | 577 | 5584 | 4191 | 43% |

Table 44: All Levels, Private IHE majors, 1st licensure recipients, Entry by Position: 1992- 2001

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Grand Total |
|--------------------------------|-----------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|-------------|
| | | | 4 | 25 | 9 | 9 | 1 | 1 | 1 | | 4 | | | | 8 | 1 | | 1 | 64 |
| Early Childhood and Elementary | Area/Ethnic/Cultural Studies | | | | 1 | | | | | | | | | | | | | | 1 |
| | Education, Elem/EC | 6 | 19 | 35 | 13 | 4 | | 1 | | | 1 | | | | 4 | | | | 83 |
| | Education, Elementary | 3 | 113 | 523 | 184 | 77 | | | 2 | 1 | 11 | | 2 | 2 | 82 | 5 | 2 | 3 | 1010 |
| | Lib Arts, Sci/Gen Studs, Hum | 1 | 50 | 202 | 72 | 63 | 1 | | | | 4 | | | 1 | 14 | 4 | 1 | 5 | 418 |
| | Multi/Interdisciplin Studies | 5 | 77 | 347 | 146 | 84 | | | | 2 | 11 | | | | 39 | 3 | 2 | 4 | 720 |
| Fine Arts | Education, Music | | | 75 | | 2 | | | | | 13 | | | | | | 1 | | 91 |
| | Visual & Performing Arts, Music | | | 20 | | | | | | | 1 | | | | | | | | 21 |
| | Visual & Performing Arts, Other | | 1 | 12 | 2 | 1 | | | | | 7 | | | | | | | | 23 |
| General | Communications | | | | 1 | | | | | | 3 | | | | | | | 1 | 5 |
| | Education, General | 2 | 14 | 112 | 56 | 38 | 2 | 1 | 7 | 10 | 26 | 11 | 9 | 2 | 22 | 3 | 8 | | 323 |
| | Education, K-12 | | 5 | 7 | 4 | 6 | | | 1 | | | | | 1 | 3 | | | | 27 |
| | Education, Middle | | 1 | 3 | 6 | 2 | | | | | | | | | 1 | | | | 13 |
| Health and Physical Education | Education, Physical Education | | 1 | 42 | 1 | 4 | 1 | | | 1 | 17 | 1 | | | | | | | 68 |
| | Health & Physical Ed | | 4 | 77 | 9 | 15 | | | 1 | 1 | 39 | 4 | | | 4 | 1 | | 1 | 156 |
| | Health Professions & Rel Sci | | | 1 | | | | | | | 1 | | | | | | | | 2 |
| Other Professional Staff | Social Work | | | 1 | | | | | | | | | | | | | | | 1 |
| Secondary | Biological Sciences/Life Sciences | | | 1 | 4 | 10 | | | | 2 | 11 | 21 | | | 2 | | 1 | | 52 |
| | Conserv & Renewable Nat Res | | | 1 | 2 | | | | | | 2 | | | | | | | | 5 |
| | Education, English | | | | 1 | 9 | | | 13 | | 11 | | | | 1 | | | | 35 |
| | Education, Foreign Language | | | | | | | | | | 1 | | | | | | | | 1 |
| | Education, Math | | | | 1 | 4 | | | | 7 | 5 | | | | | | | | 17 |
| | Education, Science | | | | | | | | | | 3 | 1 | | | | | | | 4 |
| | Education, Science: Biology | | | | | 2 | | | | | 1 | 4 | | | | | | | 7 |

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff | Grand Total |
|----------------------|------------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|-------------|------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|-------------|
| Secondary | Education, Science: Chemistry | | | | | | | | | | | 1 | | | | | | | 1 |
| | Education, Secondary | | | 11 | | 28 | | 4 | 13 | 9 | 33 | 6 | 11 | | | | | 1 | 116 |
| | Education, Social Studies | | | | 1 | 3 | | | | | 2 | | 3 | | | 1 | | | 10 |
| | Education, Social Studies: History | | | | | | | | | | 1 | | 1 | | | | | | 2 |
| | English Language/Lit/Letters | | | 6 | 6 | 31 | | 6 | 65 | | 32 | | | 2 | 8 | 2 | | 1 | 159 |
| | Foreign Languages & Lits, French | | | 1 | | 1 | | 3 | | | 2 | | | | 1 | | | | 8 |
| | Foreign Languages & Lits, Latin | | | | | | | 1 | | | | | | | | | | | 1 |
| | Foreign Languages & Lits, Other | | | | | | | 7 | | | 1 | | | | | | | 1 | 9 |
| | Foreign Languages & Lits, Spanish | | | | 1 | 1 | | 5 | | | 1 | | 1 | | 1 | | | | 10 |
| | Government | | | | 1 | | | | | | 1 | | 1 | | | | | | 3 |
| | History | | 2 | 17 | 7 | 27 | | | 1 | | 25 | 1 | 46 | 1 | 8 | 1 | | | 136 |
| | Mathematics | | | 1 | 4 | 18 | | | | 62 | 24 | 2 | 1 | 1 | 3 | | | | 116 |
| | Philosophy & Religion | | | 1 | | | | | | | | | | | | | | | 1 |
| | Physical Sciences, Chemistry | | | | | 1 | | | | | 3 | 6 | | | | | | | 10 |
| | Physical Sciences, Physics | | | | | | | | | | 1 | | | | | | | | 1 |
| | Psychology | | 3 | 15 | 9 | 1 | | | | | 2 | | | | 2 | | | | 32 |
| | Social Sciences & History, Other | 1 | 1 | 1 | | 6 | | | | | 4 | | 9 | | 3 | | | | 25 |
| | Sociology | | | | 1 | | | | | 1 | | | | | 1 | | | | 3 |
| | Theol Studs & Religious Voc | | 2 | 2 | | | | | | | | | | | | | | | 4 |
| Special Education | Education, Special | 2 | 2 | 13 | 4 | 4 | | | | | 3 | | | | 167 | | | 8 | 203 |
| | Speech-Language Pathology | | | | | | | | | | | | | | 4 | | | 7 | 11 |
| Vocational Education | Business Mgmt & Admin Svcs | | | 2 | 2 | 2 | 3 | | | 1 | 2 | | 1 | 3 | 2 | | | | 18 |
| | Education, Business | | | | | | | | | 2 | | | | | | | | | 2 |
| | Education, Home Economics | | | 1 | | | | | | | 1 | | | 6 | | | | | 8 |
| | Engineering | | | | 1 | 1 | | | | | | | | | | | | | 2 |
| | Home Economics | 3 | 31 | 67 | 19 | 9 | | 1 | | | | | | 1 | 21 | 1 | | 3 | 156 |
| Grand Total | | 23 | 330 | 1622 | 568 | 463 | 8 | 30 | 104 | 99 | 310 | 58 | 85 | 20 | 401 | 22 | 15 | 36 | 4194 |

- Note: The columns add to 100%---so each cells shows the participation by major, and the totals by area represent the sum of those percentages by major.
- Note: Special education as a position draws 41.6% of its entrants from the special education major.
- Note: Elementary Teacher Education majors contribute substantially to early childhood education, kindergarten teachers, elementary teachers, middle school teachers, junior high school teachers, and librarians.
- Note: Multi/Interdisciplinary studies contributes a substantial number of entrants to early childhood education, kindergarten teachers, elementary teachers, middle school teachers, junior high school teachers, librarians, and guidance counselors.

Table 46: Percent of Private IHE Majors, 1st time licensure recipients, Entry by Position: 1992 to 2001⁴

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff |
|--------------------------------|---------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|-------------|---------------------|------------------|----------------|--------------|------------|-------------------|-------------------|-------------------|--------------|---------------------|--------------------------|
| | | | 1.2% | 1.5% | 1.6% | 1.9% | 12.5% | 3.3% | 1.0% | | 1.3% | | | | 2.0% | 4.5% | | 2.8% |
| Early Childhood and Elementary | Area/Ethnic/Cultural Studies | | | | 0.2% | | | | | | | | | | | | | |
| | Education, Elem/EC | 26.1% | 5.8% | 2.2% | 2.3% | 0.9% | | 3.3% | | | 0.3% | | | | 1.0% | | | |
| | Education, Elementary | 13.0% | 34.2% | 32.2% | 32.4% | 16.6% | | | 1.9% | 1.0% | 3.5% | | 2.4% | 10.0% | 20.4% | 22.7% | 13.3% | 8.3% |
| | Lib Arts, Sci/Gen Studs, Hum | 4.3% | 15.2% | 12.5% | 12.7% | 13.6% | 12.5% | | | | 1.3% | | | 5.0% | 3.5% | 18.2% | 6.7% | 13.9% |
| | Multi/Interdisciplin Studies | 21.7% | 23.3% | 21.4% | 25.7% | 18.1% | | | | 2.0% | 3.5% | | | | 9.7% | 13.6% | 13.3% | 11.1% |
| Fine Arts | Education, Music | | | 4.6% | | 0.4% | | | | | 4.2% | | | | | | 6.7% | |
| | Visual & Performing Arts, Music | | | 1.2% | | | | | | | 0.3% | | | | | | | |
| | Visual & Performing Arts, Other | | 0.3% | 0.7% | 0.4% | 0.2% | | | | | 2.3% | | | | | | | |
| General | Communications | | | | 0.2% | | | | | | 1.0% | | | | | | | 2.8% |
| | Education, General | 8.7% | 4.2% | 6.9% | 9.9% | 8.2% | 25.0% | 3.3% | 6.7% | 10.1% | 8.4% | 19.0% | 10.6% | 10.0% | 5.5% | 13.6% | 53.3% | |
| | Education, K-12 | | 1.5% | 0.4% | 0.7% | 1.3% | | | 1.0% | | | | | 5.0% | 0.7% | | | |
| | Education, Middle | | 0.3% | 0.2% | 1.1% | 0.4% | | | | | | | | | 0.2% | | | |
| Health and Physical Education | Education, Physical Education | | 0.3% | 2.6% | 0.2% | 0.9% | 12.5% | | | 1.0% | 5.5% | 1.7% | | | | | | |
| | Health & Physical Ed | | 1.2% | 4.7% | 1.6% | 3.2% | | | 1.0% | 1.0% | 12.6% | 6.9% | | | 1.0% | 4.5% | | 2.8% |
| | Health Professions & Rel Sci | | | 0.1% | | | | | | | 0.3% | | | | | | | |
| Other Professional Staff | Social Work | | | 0.1% | | | | | | | | | | | | | | |

⁴ Again---the columns add to 100%. Thus, the cells show how the major participates in providing its share to the entrants in that position.

| Area Major | Major | Early Childhood Education | Kindergarten Teachers | Elementary Teachers | Middle School Teachers | Jr. High School Teachers | HS Business | HS Foreign Language | HS Language Arts | HS Mathematics | HS Other HS | HS Science | HS Social Studies | HS Vocational Ed. | Special Education | Librarians | Guidance Counselors | Other Professional Staff |
|----------------------|------------------------------------|---------------------------|-----------------------|---------------------|------------------------|--------------------------|--------------|---------------------|------------------|----------------|-------------|--------------|-------------------|-------------------|-------------------|------------|---------------------|--------------------------|
| Secondary | Biological Sciences/Life Sciences | | | 0.1% | 0.7% | 2.2% | | | | 2.0% | 3.5% | 36.2% | | | 0.5% | | 6.7% | |
| | Conserv & Renewable Nat Res | | | 0.1% | 0.4% | | | | | 0.6% | | | | | | | | |
| | Education, English | | | | 0.2% | 1.9% | | | 12.5% | | 3.5% | | | | 0.2% | | | |
| | Education, Foreign Language | | | | | | | | | 0.3% | | | | | | | | |
| | Education, Math | | | | 0.2% | 0.9% | | | | 7.1% | 1.6% | | | | | | | |
| | Education, Science | | | | | | | | | 1.0% | 1.7% | | | | | | | |
| | Education, Science: Biology | | | | | 0.4% | | | | 0.3% | 6.9% | | | | | | | |
| | Education, Science: Chemistry | | | | | | | | | | 1.7% | | | | | | | |
| | Education, Secondary | | | 0.7% | | 6.0% | | 13.3% | 12.5% | 9.1% | 10.6% | 10.3% | 12.9% | | | | | 2.8% |
| | Education, Social Studies | | | | 0.2% | 0.6% | | | | 0.6% | | | 3.5% | | | 4.5% | | |
| | Education, Social Studies: History | | | | | | | | | 0.3% | | | 1.2% | | | | | |
| | English Language/Lit/Letters | | | 0.4% | 1.1% | 6.7% | | 20.0% | 62.5% | | 10.3% | | | 10.0% | 2.0% | 9.1% | | 2.8% |
| | Foreign Languages & Lits, French | | | 0.1% | | 0.2% | | 10.0% | | 0.6% | | | | | 0.2% | | | |
| | Foreign Languages & Lits, Latin | | | | | | | 3.3% | | | | | | | | | | |
| | Foreign Languages & Lits, Other | | | | | | | 23.3% | | 0.3% | | | | | | | | 2.8% |
| | Foreign Languages & Lits, Spanish | | | | 0.2% | 0.2% | | 16.7% | | 0.3% | | | 1.2% | | 0.2% | | | |
| | Government | | | | 0.2% | | | | | 0.3% | | | 1.2% | | | | | |
| | History | | 0.6% | 1.0% | 1.2% | 5.8% | | | 1.0% | | 8.1% | 1.7% | 54.1% | 5.0% | 2.0% | 4.5% | | |
| | Mathematics | | | 0.1% | 0.7% | 3.9% | | | | 62.6% | 7.7% | 3.4% | 1.2% | 5.0% | 0.7% | | | |
| | Philosophy & Religion | | | 0.1% | | | | | | | | | | | | | | |
| | Physical Sciences, Chemistry | | | | | 0.2% | | | | 1.0% | 10.3% | | | | | | | |
| | Physical Sciences, Physics | | | | | | | | | 0.3% | | | | | | | | |
| | Psychology | | 0.9% | 0.9% | 1.6% | 0.2% | | | | 0.6% | | | | | 0.5% | | | |
| | Social Sciences & History, Other | 4.3% | 0.3% | 0.1% | | 1.3% | | | | 1.3% | | | 10.6% | | 0.7% | | | |
| | Sociology | | | | 0.2% | | | | | 1.0% | | | | | 0.2% | | | |
| | Theol Studs & Religious Voc | | 0.6% | 0.1% | | | | | | | | | | | | | | |
| Special Education | Education, Special | 8.7% | 0.6% | 0.8% | 0.7% | 0.9% | | | | 1.0% | | | | | 41.6% | | | 22.2% |
| | Speech-Language Pathology | | | | | | | | | | | | | | 1.0% | | | 19.4% |
| Vocational Education | Business Mgmt & Admin Svcs | | | 0.1% | 0.4% | 0.4% | 37.5% | | | 1.0% | 0.6% | | 1.2% | 15.0% | 0.5% | | | |
| | Education, Business | | | | | | | | | 2.0% | | | | | | | | |
| | Education, Home Economics | | | 0.1% | | | | | | | 0.3% | | | 30.0% | | | | |
| | Engineering | | | | 0.2% | 0.2% | | | | | | | | | | | | |
| | Home Economics | 13.0% | 9.4% | 4.1% | 3.3% | 1.9% | | 3.3% | | | | | | 5.0% | 5.2% | 4.5% | | 8.3% |

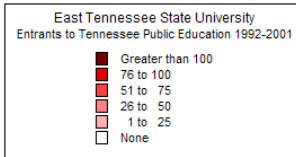
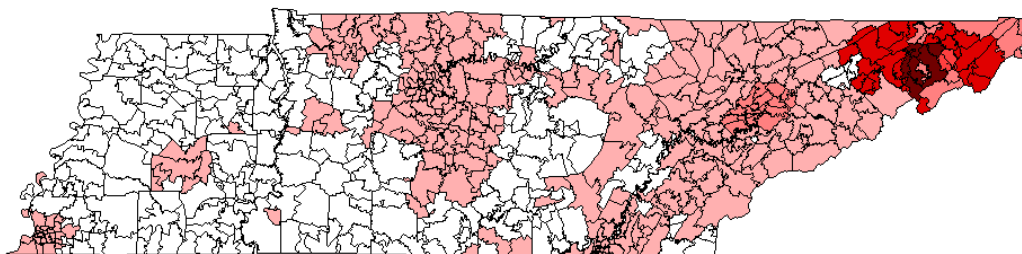
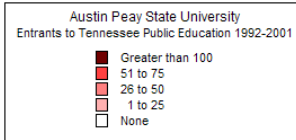
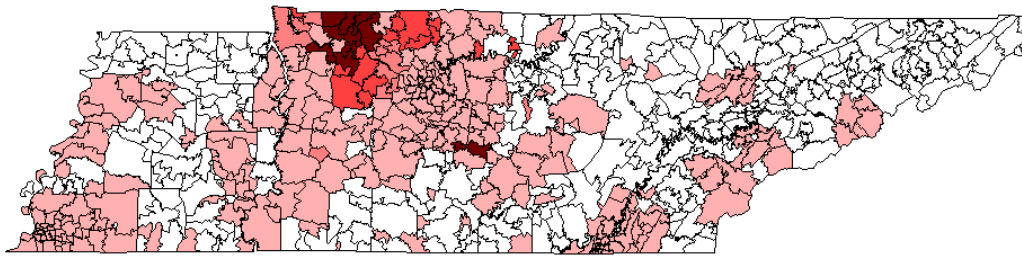
Geographic Analysis of Entry from Tennessee IHEs

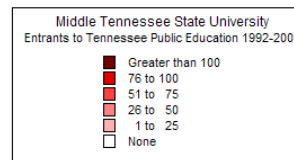
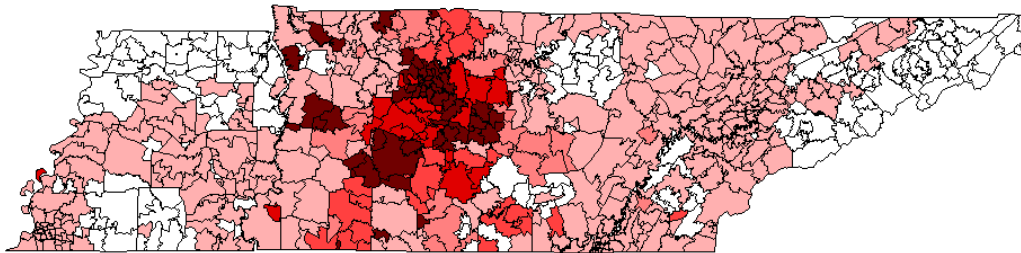
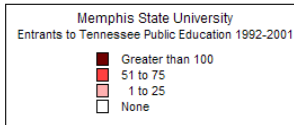
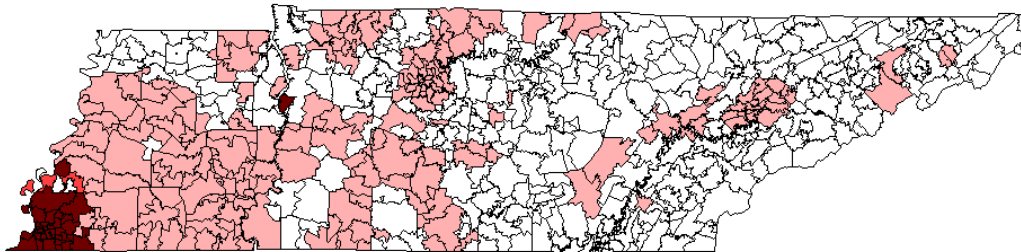
The IHEs over the state of Tennessee play an important function in creating supply. As the following maps will show, supply is quite regional.

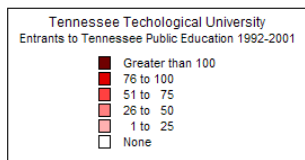
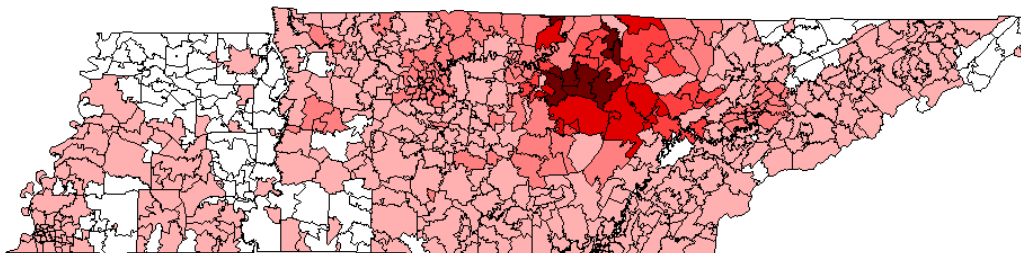
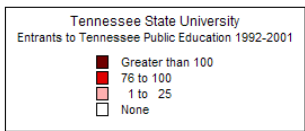
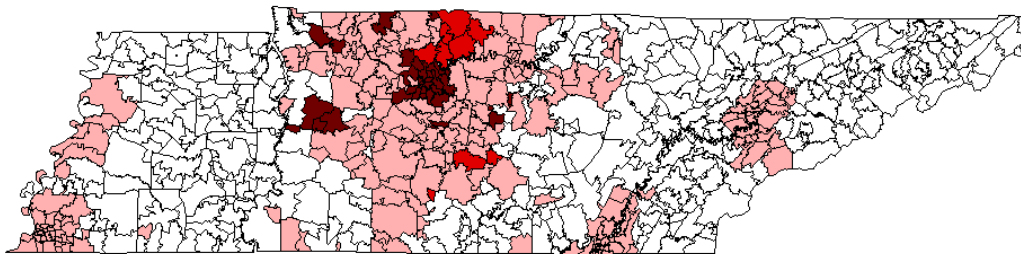
➤ Note The maps on the following pages show the clear regional supply of most of the public schools. The maps show where those, who have attained licensure, enter work in the Tennessee educator workforce.

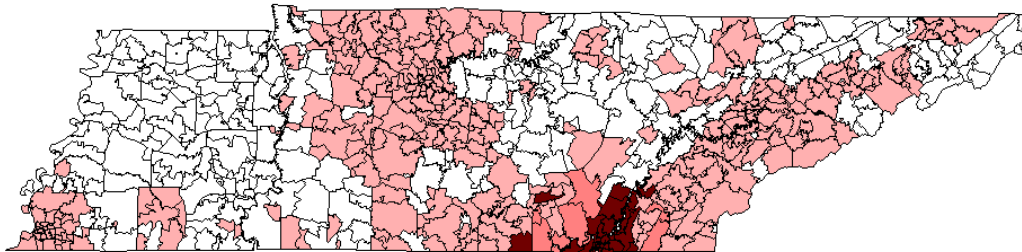
The key on the left is for the following maps. Each color indicates the number of first time licensure recipients who have entered a district from 1992 to 2001 from a particular college or university.

The darkest color red indicates that a particular IHE has sent more than 16 educators who were first time licensure recipients to a particular district from 1992 to 2001. The next color indicates that 11 to 6 educators have been sent to a particular district, etc. If there are no educators in a particular range, the key will not show that color



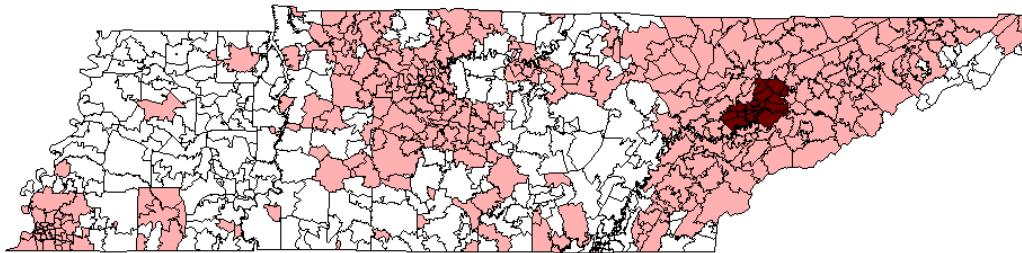






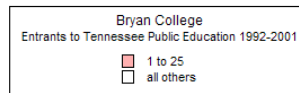
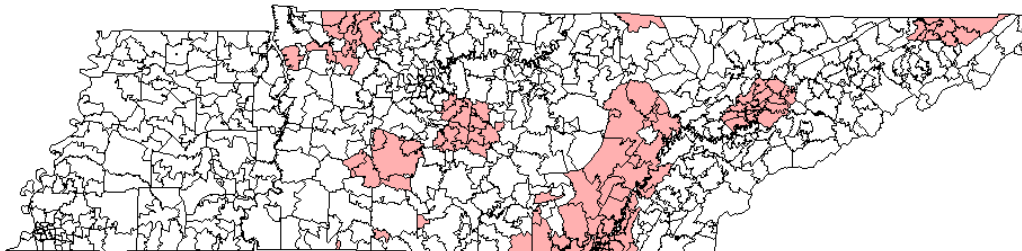
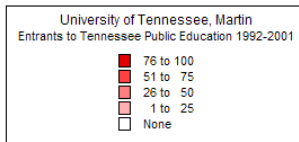
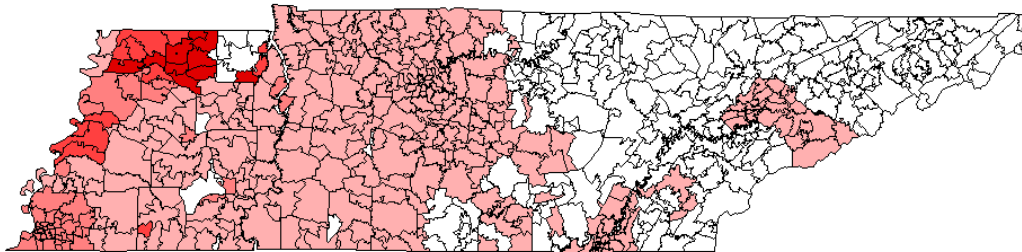
University of Tennessee, Chattanooga
Entrants to Tennessee Public Education 1992-2001

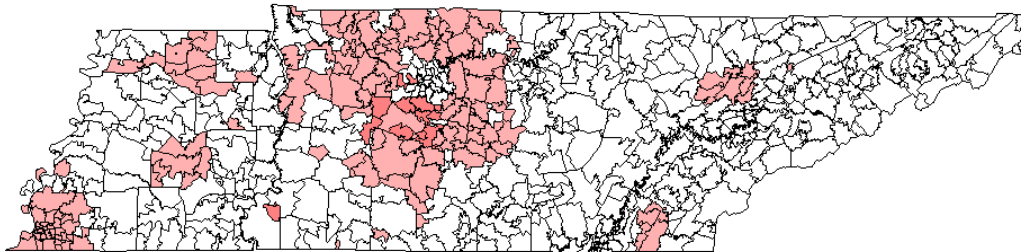
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- 26 to 50
- 1 to 25
- None



University of Tennessee, Knoxville
Entrants to Tennessee Public Education 1992-2001

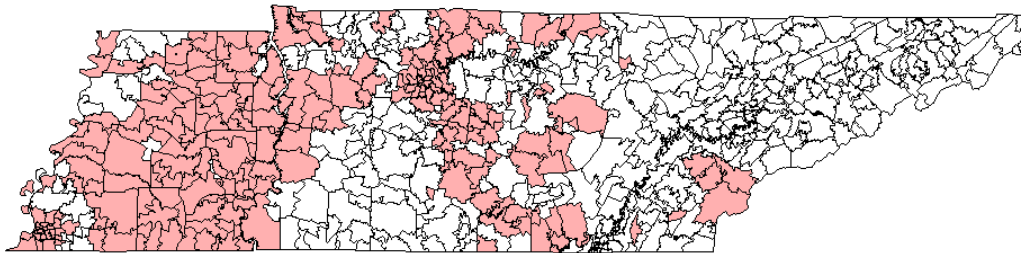
- Greater than 100
- 1 to 25
- None





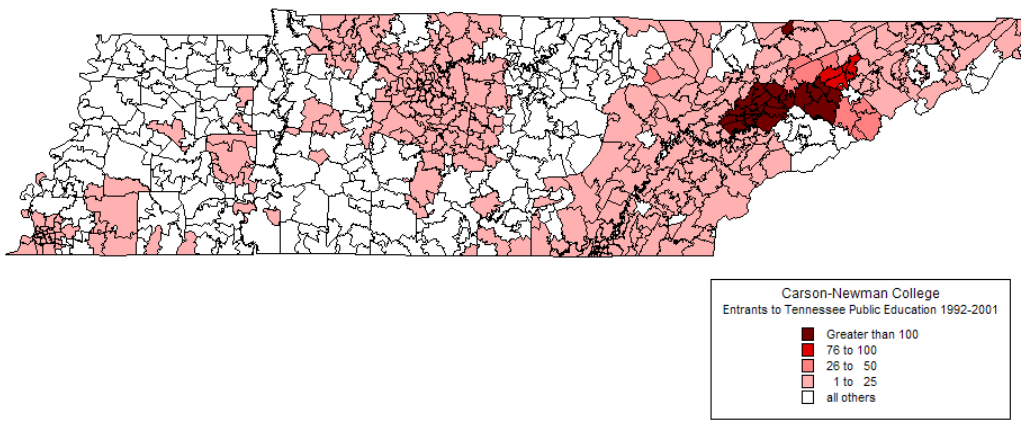
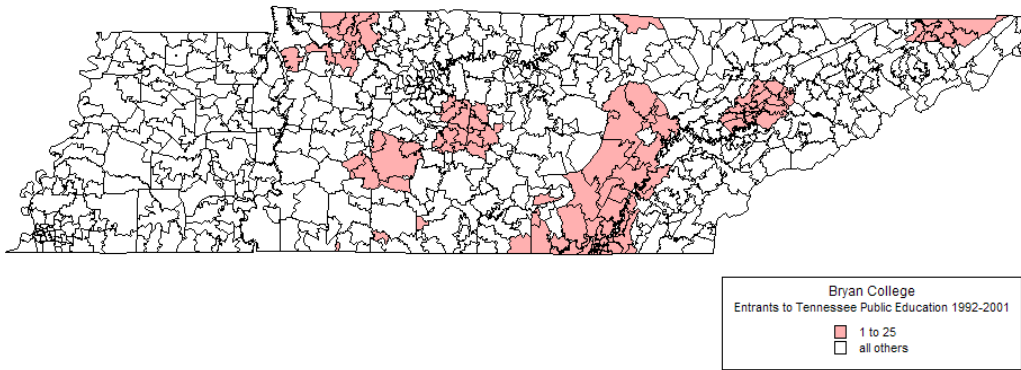
Belmont College
Entrants to Tennessee Public Education 1992-2001

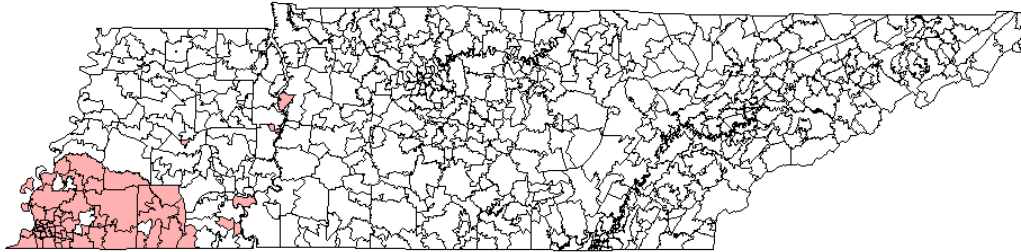
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| 1 to 25 |
| all others |



Bethel College
Entrants to Tennessee Public Education 1992-2001

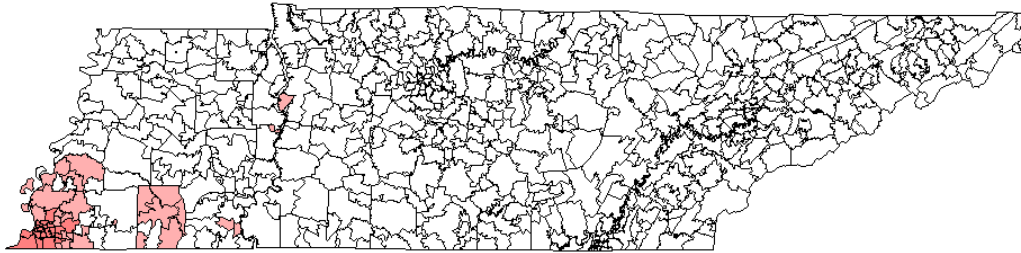
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| 1 to 25 |
| all others |





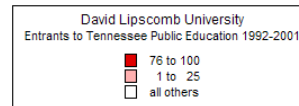
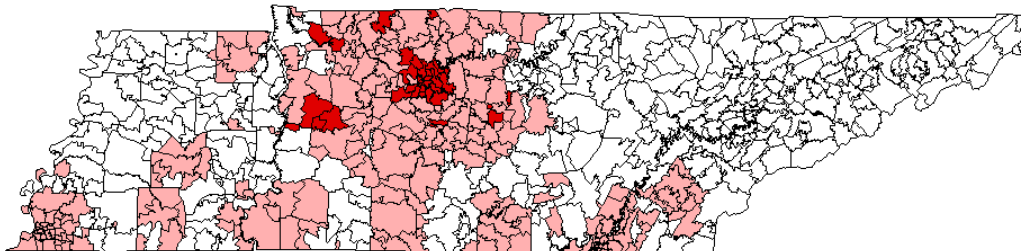
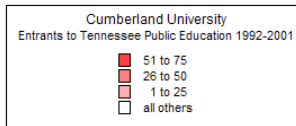
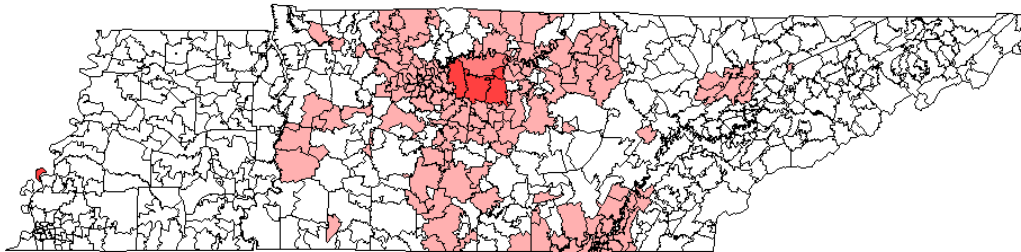
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Entrants to Tennessee Public Education 1992-2001

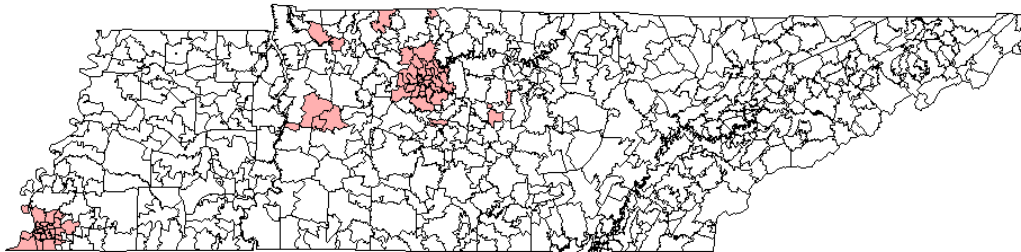
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| 1 to 25 |
| all others |



Critchton College
Entrants to Tennessee Public Education 1992-2001

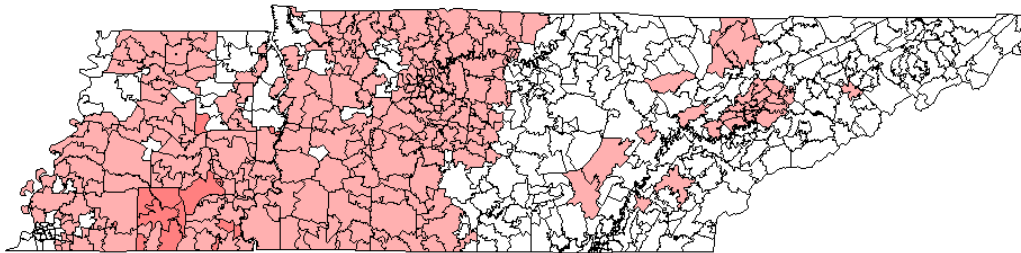
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| 26 to 50 |
| 1 to 25 |
| all others |





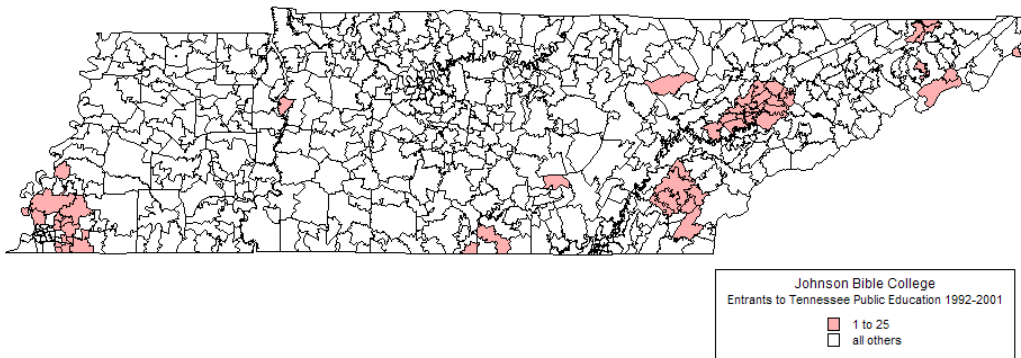
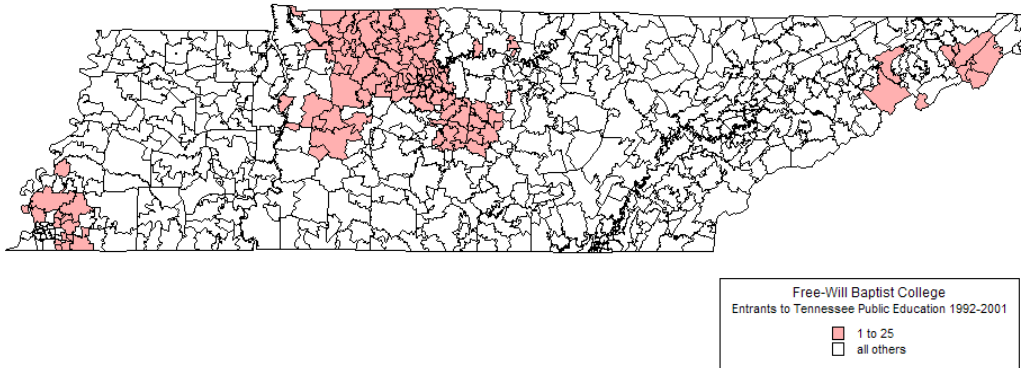
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Entrants to Tennessee Public Education 1992-2001

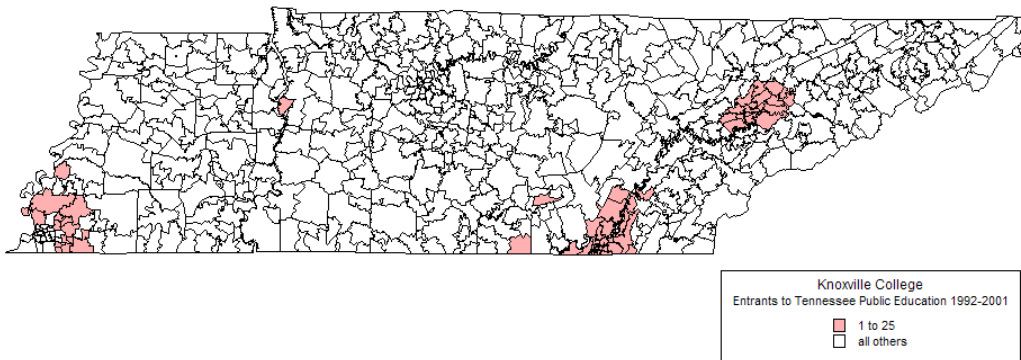
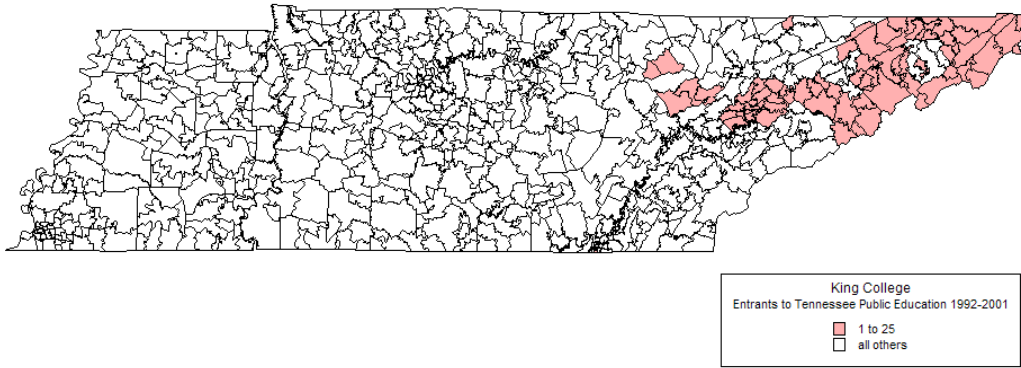
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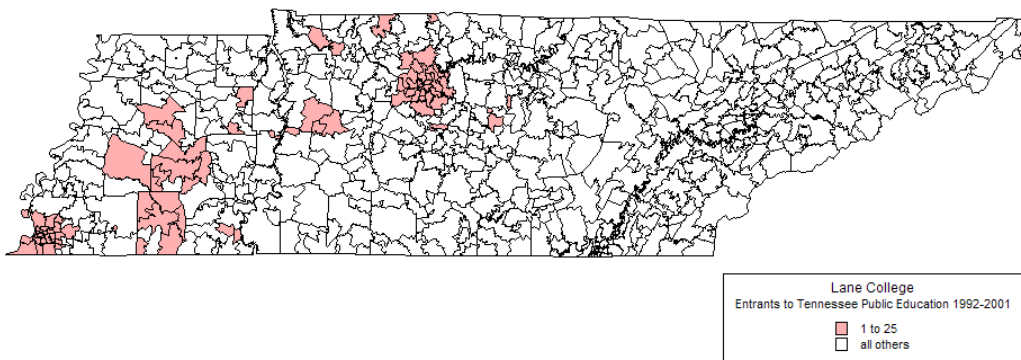
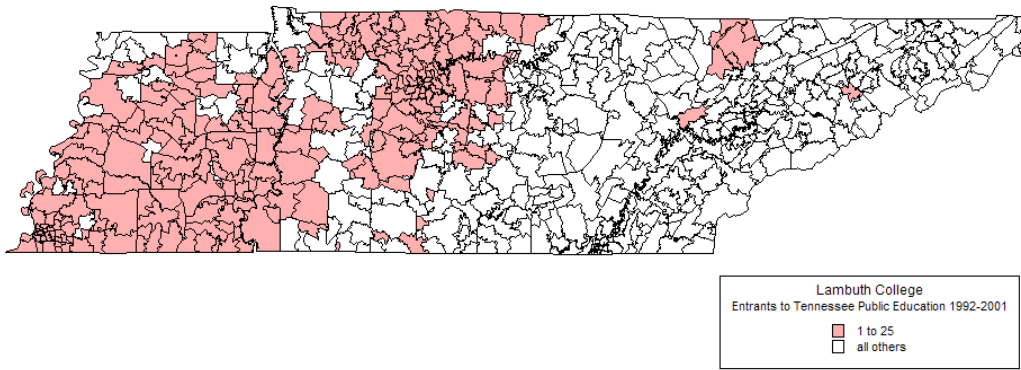


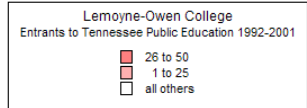
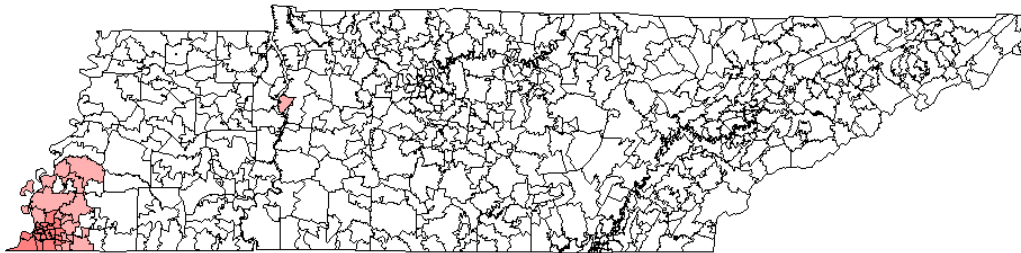
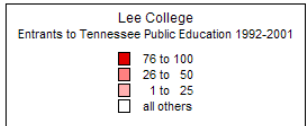
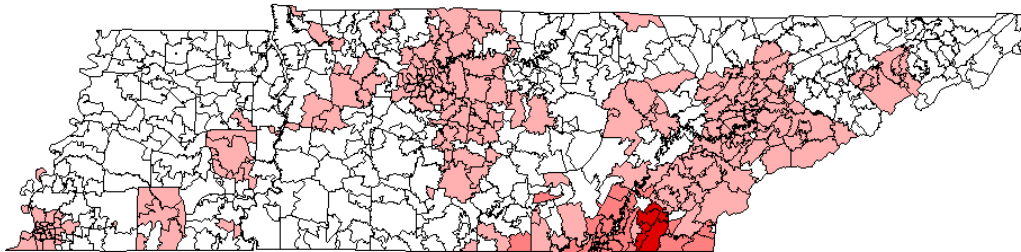
Freed-Hardeman University
Entrants to Tennessee Public Education 1992-2001

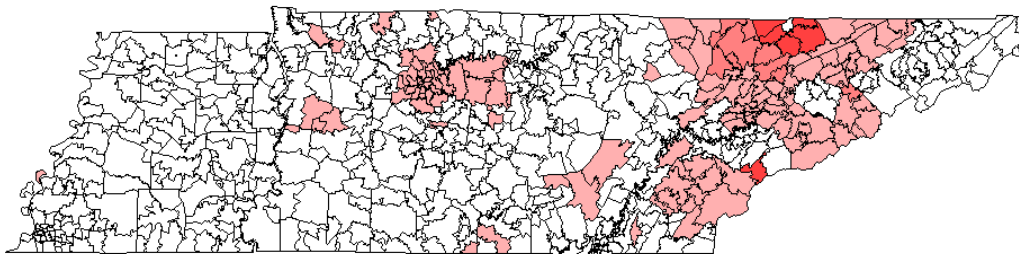
| |
|------------|
| 26 to 50 |
| 1 to 25 |
| all others |





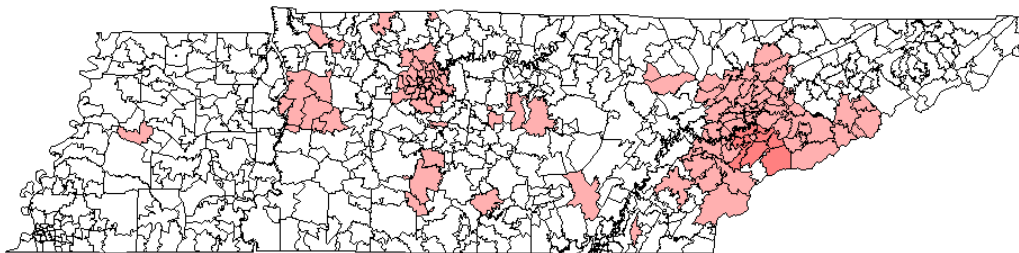






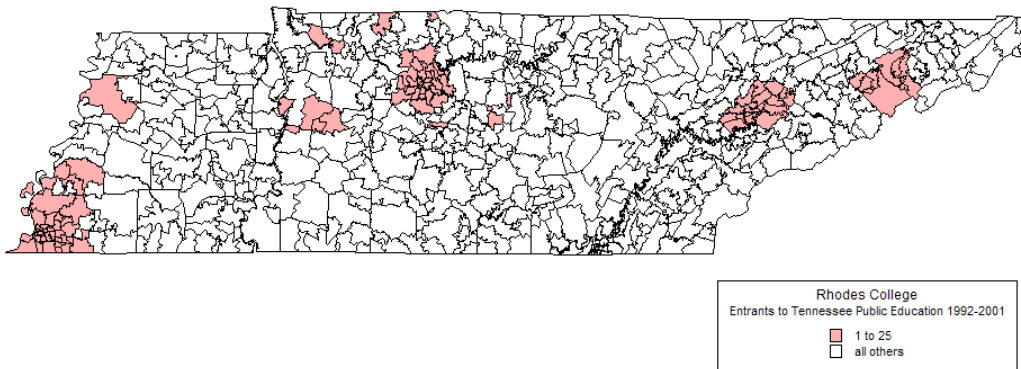
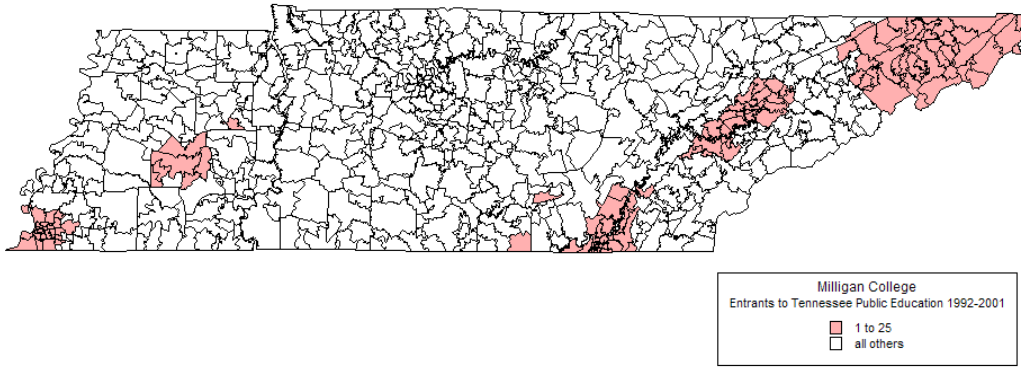
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Entrants to Tennessee Public Education 1992-2001

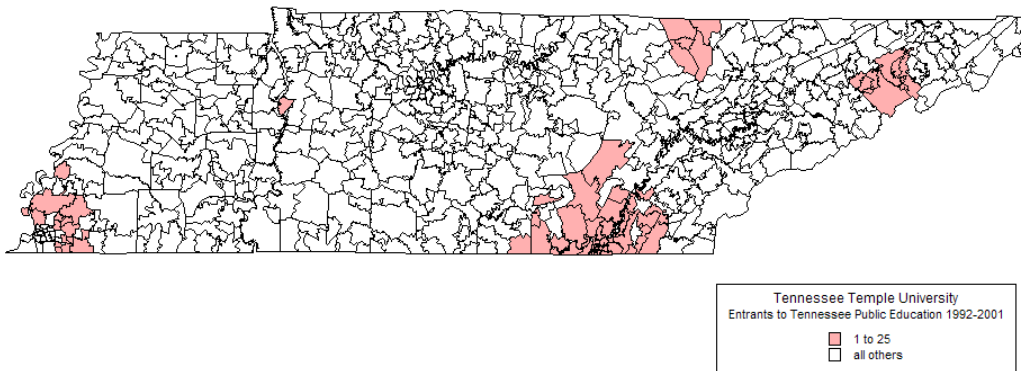
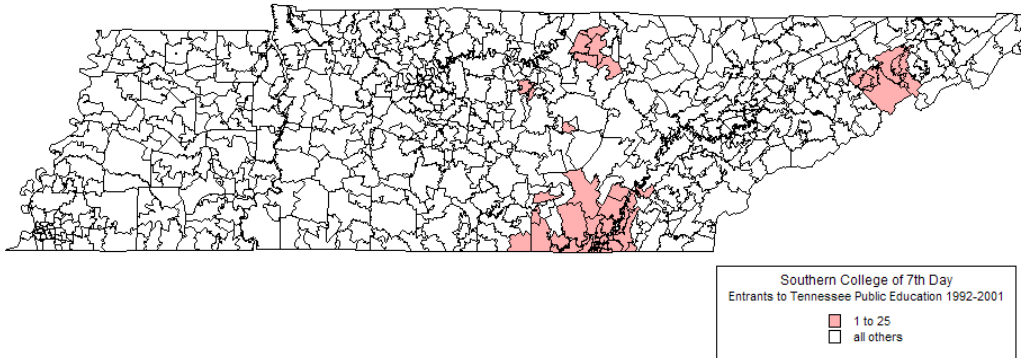
| |
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| 51 to 75 |
| 26 to 50 |
| 1 to 25 |
| all others |

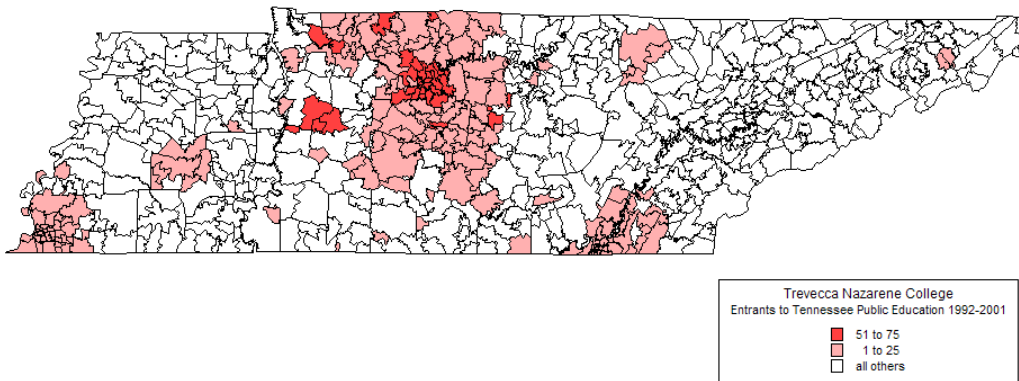
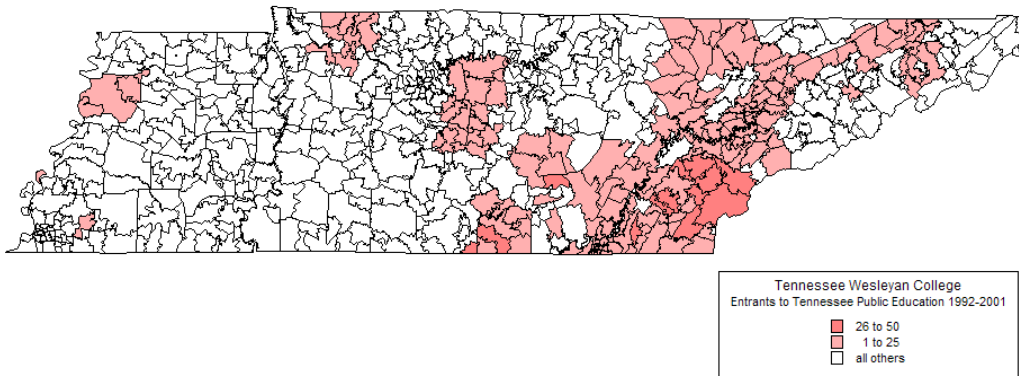


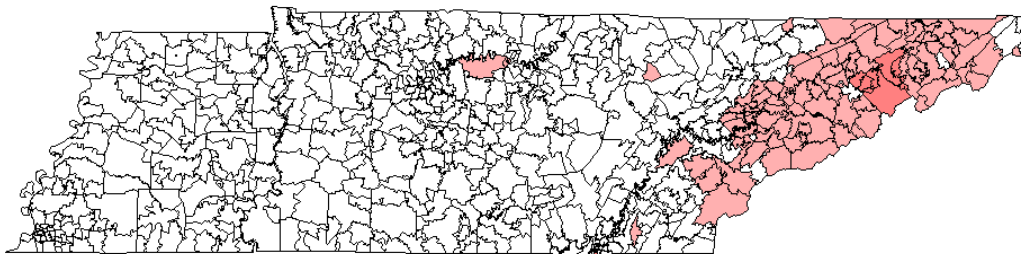
Maryville College
Entrants to Tennessee Public Education 1992-2001

| |
|------------|
| 26 to 50 |
| 1 to 25 |
| all others |



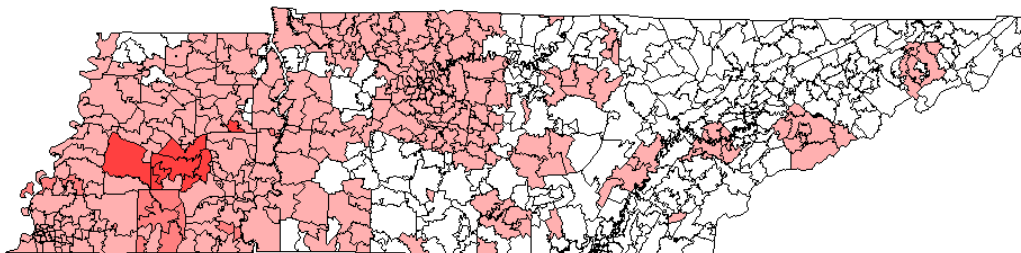






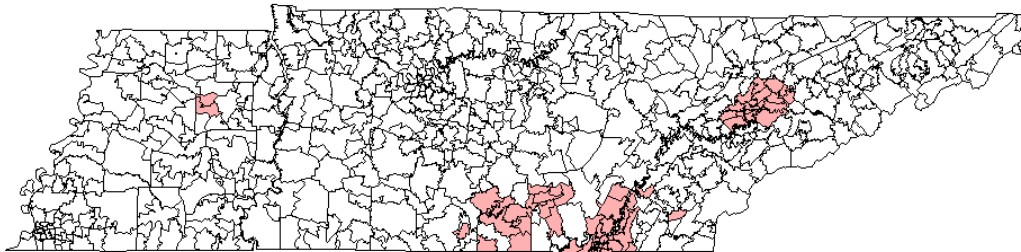
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Entrants to Tennessee Public Education 1992-2001

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| 1 to 25 |
| all others |



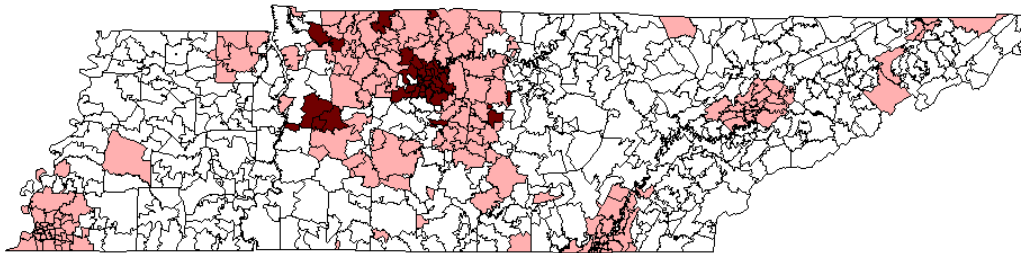
Union University
Entrants to Tennessee Public Education 1992-2001

| |
|------------|
| 51 to 75 |
| 26 to 50 |
| 1 to 25 |
| all others |



University of the South
Entrants to Tennessee Public Education 1992-2001

| | |
|------------------|------------|
| Light red square | 1 to 25 |
| White square | all others |



Vanderbilt University
Entrants to Tennessee Public Education 1992-2001

| | |
|------------------|------------------|
| Dark red square | Greater than 100 |
| Light red square | 1 to 25 |
| White square | all others |

Supply and Demand of Educators

The following analysis examines the factors that influence demand—enrollment and student to educator⁵ ratios, and the sundry factors that influence supply---attrition, entrance, the reserve pool, waivers and permits. The confluence of these factors is examined by type of position and by district.

A method employed in this analysis is to compare the projected 5 years of demand with the most recent 5 historical years of demand. This provides the reader a means to compare what has been experienced in the past 5 years with what is projected to occur in the following five years. It is a simple and direct way historical trends with projected trends.

Historical Enrollment Analysis at the State Level⁶

➤ Note: The last five years of enrollment changes have been erratic, increasing and decreasing in alternate years from 1998⁷.

➤ Note: Educator growth has been increasing since 1993, while the rate of growth has decreased over the last 3 years.

➤ Note: The historical student-to-educator ratio has been around 16.4 until 1998. From 1999 to 2001 the rate has dropped, with the most recent year showing a significant decline to 15.2 percent⁸. These changes are also reflected in a recent decline in student to teacher ratios.

Table 51: Rates of Growth for Enrollments and Educators

| Year | Total Enrollments | Rate of Change | Total Teachers | Rate of Change of Teachers | Student to Teacher Ratio | Total Educators | Rate of Change of Educators | Student to Educator Ratio |
|------|-------------------|----------------|----------------|----------------------------|--------------------------|-----------------|-----------------------------|---------------------------|
| 1991 | 880,246 | | 46,372 | | | 53,776 | | |
| 1992 | 893,272 | 1.5% | 46,359 | 0.0% | 19.3 | 53,676 | -0.2% | 16.6 |
| 1993 | 906,975 | 1.5% | 47,210 | 1.8% | 19.2 | 54,896 | 2.3% | 16.5 |
| 1994 | 923,673 | 1.8% | 48,541 | 2.8% | 19.0 | 56,416 | 2.8% | 16.4 |
| 1995 | 936,400 | 1.4% | 48,751 | 0.4% | 19.2 | 56,743 | 0.6% | 16.5 |
| 1996 | 948,217 | 1.3% | 49,948 | 2.5% | 19.0 | 58,124 | 2.4% | 16.3 |
| 1997 | 962,645 | 1.5% | 50,242 | 0.6% | 19.2 | 58,517 | 0.7% | 16.5 |
| 1998 | 978,438 | 1.6% | 51,920 | 3.3% | 18.8 | 60,361 | 3.2% | 16.2 |
| 1999 | 967,556 | -1.1% | 53,580 | 3.2% | 18.1 | 62,307 | 3.2% | 15.5 |
| 2000 | 992,031 | 2.5% | 55,018 | 2.7% | 18.0 | 63,947 | 2.6% | 15.5 |
| 2001 | 984,015 | -0.8% | 55,925 | 1.6% | 17.6 | 65,082 | 1.8% | 15.1 |
| 2002 | 958,496 | -2.6% | | | | | | |

⁵ Educators include administrators, staff, and teachers.

⁶ Educator data was provided to 2001, while enrollment data were provided to 2002, thus the empty cells in the table.

⁷ The drop in enrollments may be due to under-reporting by certain districts. This uncertainty about under-reporting makes clear statements about trends difficult. The report assumes the level of numbers is correct.

⁸ Again, note previously stated concern about possible under-reporting.

➤ **DEFINITION:** The number of live births in a particular year influences, in part, the number of kindergarten students five years hence. Thus live births can be a predictor of kindergarten enrollments.

➤ **Note:** The number of live births grew greatly from 1988 to 1989. Since that point live births have hovered between 72,000 and 74,000. However there was a substantial increase in 1998 to 77,334 live births. Such recent steady growth portends increased kindergarten enrollments five years from the live birth date.

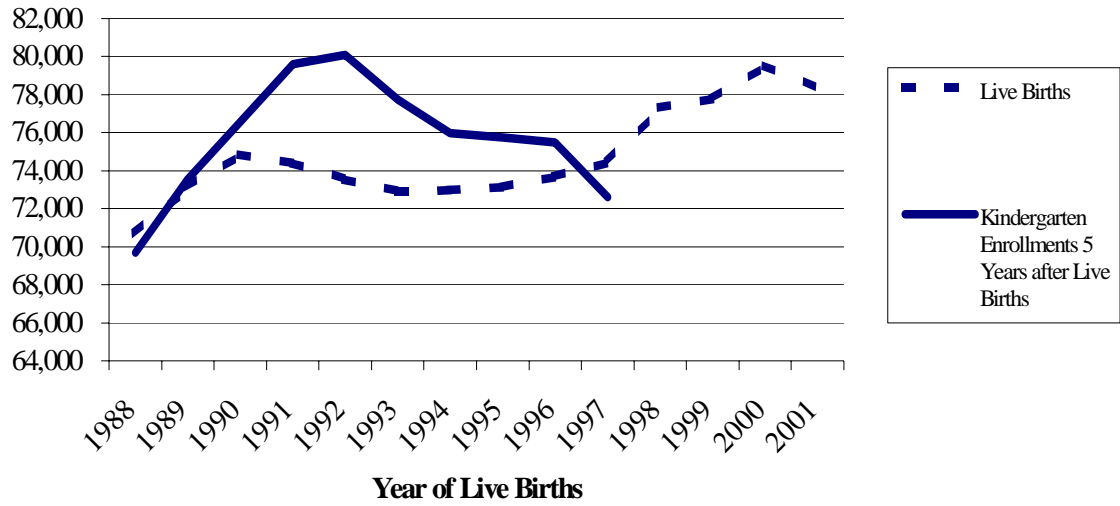
➤ **Note:** Note the measure “rate of entry” is the ratio of kindergarten enrollments to live births. This rate has exceeded the level of one since 1989 indicating that in the intervening years, in-migration, and entry into kindergarten by children of ages other than 5 years old could be contributing the kindergarten enrollments. In the most current year, that ratio has decreased reflecting data problems or perhaps a shift in the public-private enrollment of kindergarten students.

Table 52: Recent Live Births in Tennessee

| Birth Year | Live Births | Change from Previous Year | Rate of Change | Year of Kindergarten Enrollment | Number Enrolled | Rate of Entry |
|-------------------|--------------------|----------------------------------|-----------------------|--|------------------------|----------------------|
| 1988 | 70,685 | 2743 | 4% | 1993 | 69,680 | 0.99 |
| 1989 | 73,137 | 2452 | 3% | 1994 | 73,547 | 1.01 |
| 1990 | 74,870 | 1733 | 2% | 1995 | 76,576 | 1.02 |
| 1991 | 74,392 | -478 | -1% | 1996 | 79,597 | 1.07 |
| 1992 | 73,560 | -832 | -1% | 1997 | 80,085 | 1.09 |
| 1993 | 72,923 | -637 | -1% | 1998 | 77,747 | 1.07 |
| 1994 | 72,967 | 44 | 0% | 1999 | 75,968 | 1.04 |
| 1995 | 73,139 | 172 | 0% | 2000 | 75,766 | 1.04 |
| 1996 | 73,710 | 571 | 1% | 2001 | 75,483 | 1.02 |
| 1997 | 74,458 | 748 | 1% | 2002 | 72,619 | 0.98 |
| 1998 | 77,334 | 2876 | 4% | | | |
| 1999 | 77,761 | 427 | 1% | | | |
| 2000 | 79,539 | 1778 | 2% | | | |
| 2001 | 78,318 | -1221 | -2% | | | |

Figure 3

Live Births and Kindergarten Enrollments 5 Years Hence



Projected Enrollment Analysis at the State Level

➤ **DEFINITION:** As mentioned, the analysis of trends in the enrollment data is conducted looking at the change in enrollments between a range of years. We examine changes in the historical years from 1998 to 2002 (a 5 year period) and compare that to changes in the projected period 2003 to 2007 (another 5 year) period. This provides a means of comparing the most recent 5 years with the projected 5 years.

➤ **Note:** **Kindergarten** enrollments have declined from 1998 to 2002 by 7 percent or 5,128 students. This is curious because live births have increased in the five years previous to the enrollments (see table 53). This suggests there is a change in the participation rate for 5 years olds in attending public kindergarten, or a change in preference for private versus public schooling. These speculations are not grounded in any data other than the anomaly of increasing live births, yet declining kindergarten enrollments.

Projections indicate that kindergarten enrollments will continue to decline through 2007 dropping from 76,638 in 2003 to 73,931 in 2007. This is a 4 percent decline, and a drop of -1,552 from the last historical year, 2002.

➤ **Note:** **Elementary grades** decreased from 1998 to 2002 by 17,790 students or 7 percent. A 3 percent growth is predicted from the projection period of 2003-2007 or an increase of 9,762 students. So, while kindergarten students decline subsequent increases in enrollments during elementary grades causes enrollments to grow for the sum of grades 1 to 4. It must be noted that from 2001 to 2002 there was a substantial drop in elementary grades of 4.8 percent or over 15,000 students. And from 1999 to 2000 there was a 2.1 percent decline or a drop of 6,829 students. See table 53. These drops in historical data greatly impact the middle school projections.

➤ **Note:** **Middle school** grades increased from 1998 to 2002 by 6,589 students or 4 percent. The projection for 2003-2007 indicates a 6 percent decline or a reduction of 9,002 students erasing the gains of the historical period. This occurs as a result of the slower growth of elementary students in the historical period making their way into middle school. See table 53.

➤ **Note:** **Junior high school** grades (grades 7 and 8) remained the same during the historical period 1998 to 2002 decreasing by 31 students. In the projection period enrollments decline by 5,606 students or 4 percent. Over this range of time (5 years) the large increase in middle school students by-pass junior high school grades, which are then populated by the lower numbers from elementary grades. See table 53

➤ **Note:** **High school** grades decreased by 3 percent in 1998 to 2002, or by 7,505 students. The projection period of 2003-2007 shows an increase of 6 percent or 15,122 students. This results from large numbers of students from middle school making their way into high school over the 5-year period. See table 53.

➤ **Note:** **Special education** enrollments increased by 25 percent from 1998 to 2002, or by 3,923 students. From 2003 to 2007 the projections shows a 1 percent increase or an increase of 154 students growing from 17,502 in 2003 to 17, 656 in 2007. See table 53.

Table 53: Enrollment Rate and Number Changes

| Year | Enrollments 1997-1998 | Enrollments 2001-2002 | Percent Change 1998-2002 | Number Change 1998-2002 |
|--------------|------------------------------|------------------------------|---------------------------------|--------------------------------|
| K | 77,747 | 72,619 | -7% | -5,128 |
| 1-4 | 317,938 | 300,148 | -6% | -17,790 |
| 5-6 | 146,506 | 153,095 | 4% | 6,589 |
| 7-8 | 146,963 | 146,932 | 0% | -31 |
| 9-12 | 273,613 | 266,108 | -3% | -7,505 |
| SPED | 15,671 | 19,594 | 25% | 3,923 |
| Total | 978,438 | 958,496 | -2% | -19,942 |
| | | | | |
| Year | Enrollments 2002-2003 | Enrollments 2006-2007 | Percent Change 2003-2007 | Number Change 2003-2007 |
| K | 76,638 | 73,931 | -4% | -2,707 |
| 1-4 | 296,131 | 305,893 | 3% | 9,762 |
| 5-6 | 151,451 | 142,429 | -6% | -9,022 |
| 7-8 | 151,534 | 145,928 | -4% | -5,606 |
| 9-12 | 266,898 | 282,021 | 6% | 15,122 |
| SPED | 17,502 | 17,656 | 1% | 154 |
| Total | 960,154 | 967,857 | 1% | 7,703 |

Table 54: Historical and Projected Enrollments


 **DEFINITION:** The “growth” measure is the rate of change of enrollments from the previous year.

Table 47 Percent change in enrollments by grade range

| | K | | 1-4 | | 5-6 | | 7-8 | | 9-12 | | SPED | | Total | |
|-------------|--------|---------------|---------|---------------|---------|---------------|---------|---------------|---------|---------------|--------|---------------|---------|---------------|
| 1991 | 68,100 | <i>Change</i> | 284,288 | <i>Change</i> | 134,868 | <i>Change</i> | 134,085 | <i>Change</i> | 240,515 | <i>Change</i> | 18,390 | <i>Change</i> | 880,246 | <i>Change</i> |
| 1992 | 68,392 | 0.4% | 287,105 | 1.0% | 137,410 | 1.9% | 135,665 | 1.2% | 243,741 | 1.3% | 20,959 | 14.0% | 893,272 | 1.5% |
| 1993 | 69,680 | 1.9% | 287,777 | 0.2% | 140,524 | 2.3% | 138,900 | 2.4% | 249,570 | 2.4% | 20,524 | -2.1% | 906,975 | 1.5% |
| 1994 | 73,547 | 5.5% | 291,880 | 1.4% | 141,531 | 0.7% | 141,903 | 2.2% | 255,736 | 2.5% | 19,076 | -7.1% | 923,673 | 1.8% |
| 1995 | 76,576 | 4.1% | 296,048 | 1.4% | 141,519 | 0.0% | 144,063 | 1.5% | 258,471 | 1.1% | 19,723 | 3.4% | 936,400 | 1.4% |
| 1996 | 79,597 | 3.9% | 300,753 | 1.6% | 143,235 | 1.2% | 143,756 | -0.2% | 262,367 | 1.5% | 18,509 | -6.2% | 948,217 | 1.3% |
| 1997 | 80,085 | 0.6% | 308,051 | 2.4% | 145,781 | 1.8% | 143,579 | -0.1% | 266,990 | 1.8% | 18,159 | -1.9% | 962,645 | 1.5% |
| 1998 | 77,747 | -2.9% | 317,938 | 3.2% | 146,506 | 0.5% | 146,963 | 2.4% | 273,613 | 2.5% | 15,671 | -13.7% | 978,438 | 1.6% |
| 1999 | 75,968 | -2.3% | 314,708 | -1.0% | 145,928 | -0.4% | 145,830 | -0.8% | 268,089 | -2.0% | 17,033 | 8.7% | 967,556 | -1.1% |
| 2000 | 75,766 | -0.3% | 322,062 | 2.3% | 152,232 | 4.3% | 148,756 | 2.0% | 274,910 | 2.5% | 18,305 | 7.5% | 992,031 | 2.5% |
| 2001 | 75,483 | -0.4% | 315,233 | -2.1% | 154,875 | 1.7% | 147,741 | -0.7% | 273,202 | -0.6% | 17,481 | -4.5% | 984,015 | -0.8% |
| 2002 | 72,619 | -3.8% | 300,148 | -4.8% | 153,095 | -1.1% | 146,932 | -0.5% | 266,108 | -2.6% | 19,594 | 12.1% | 958,496 | -2.6% |
| | | | | | | | | | | | | | | |
| 2003 | 76,638 | 5.5% | 296,131 | -1.3% | 151,451 | -1.1% | 151,534 | 3.1% | 266,898 | 0.3% | 17,502 | -10.7% | 960,154 | 0.2% |
| 2004 | 78,111 | 1.9% | 297,702 | 0.5% | 148,842 | -1.7% | 153,149 | 1.1% | 270,133 | 1.2% | 17,580 | 0.4% | 965,517 | 0.6% |
| 2005 | 76,677 | -1.8% | 302,475 | 1.6% | 146,038 | -1.9% | 151,922 | -0.8% | 275,124 | 1.8% | 17,632 | 0.3% | 969,868 | 0.5% |
| 2006 | 75,235 | -1.9% | 305,947 | 1.1% | 144,086 | -1.3% | 149,524 | -1.6% | 280,519 | 2.0% | 17,687 | 0.3% | 972,998 | 0.3% |
| 2007 | 73,931 | -1.7% | 305,893 | 0.0% | 142,429 | -1.2% | 145,928 | -2.4% | 282,021 | 0.5% | 17,656 | -0.2% | 967,857 | -0.5% |

Table 48 Change in numbers in enrollments by grade range

| | K | | 1-4 | | 5-6 | | 7-8 | | 9-12 | | SPED | | Total | |
|-------------|--------|---------------|---------|---------------|---------|---------------|---------|---------------|---------|---------------|--------|---------------|---------|---------------|
| 1991 | 68,100 | <i>Change</i> | 284,288 | <i>Change</i> | 134,868 | <i>Change</i> | 134,085 | <i>Change</i> | 240,515 | <i>Change</i> | 18,390 | <i>Change</i> | 880,246 | <i>Change</i> |
| 1992 | 68,392 | 292 | 287,105 | 2,817 | 137,410 | 2,542 | 135,665 | 1,580 | 243,741 | 3,226 | 20,959 | 2,569 | 893,272 | 13,026 |
| 1993 | 69,680 | 1,288 | 287,777 | 672 | 140,524 | 3,114 | 138,900 | 3,235 | 249,570 | 5,829 | 20,524 | -435 | 906,975 | 13,703 |
| 1994 | 73,547 | 3,867 | 291,880 | 4,103 | 141,531 | 1,007 | 141,903 | 3,003 | 255,736 | 6,166 | 19,076 | -1,448 | 923,673 | 16,698 |
| 1995 | 76,576 | 3,029 | 296,048 | 4,168 | 141,519 | -12 | 144,063 | 2,160 | 258,471 | 2,735 | 19,723 | 647 | 936,400 | 12,727 |
| 1996 | 79,597 | 3,021 | 300,753 | 4,705 | 143,235 | 1,716 | 143,756 | -307 | 262,367 | 3,896 | 18,509 | -1,214 | 948,217 | 11,817 |
| 1997 | 80,085 | 488 | 308,051 | 7,298 | 145,781 | 2,546 | 143,579 | -177 | 266,990 | 4,623 | 18,159 | -350 | 962,645 | 14,428 |
| 1998 | 77,747 | -2,338 | 317,938 | 9,887 | 146,506 | 725 | 146,963 | 3,384 | 273,613 | 6,623 | 15,671 | -2,488 | 978,438 | 15,793 |
| 1999 | 75,968 | -1,779 | 314,708 | -3,230 | 145,928 | -578 | 145,830 | -1,133 | 268,089 | -5,524 | 17,033 | 1,362 | 967,556 | -10,882 |
| 2000 | 75,766 | -202 | 322,062 | 7,354 | 152,232 | 6,304 | 148,756 | 2,926 | 274,910 | 6,821 | 18,305 | 1,272 | 992,031 | 24,475 |
| 2001 | 75,483 | -283 | 315,233 | -6,829 | 154,875 | 2,643 | 147,741 | -1,015 | 273,202 | -1,708 | 17,481 | -824 | 984,015 | -8,016 |
| 2002 | 72,619 | -2,864 | 300,148 | -15,085 | 153,095 | -1,780 | 146,932 | -809 | 266,108 | -7,094 | 19,594 | 2,113 | 958,496 | -25,519 |
| | | | | | | | | | | | | | | |
| 2003 | 76,638 | 4,019 | 296,131 | -4,017 | 151,451 | -1,644 | 151,534 | 4,602 | 266,898 | 790 | 17,502 | -2,092 | 960,154 | 1,658 |
| 2004 | 78,111 | 1,473 | 297,702 | 1,572 | 148,842 | -2,610 | 153,149 | 1,615 | 270,133 | 3,235 | 17,580 | 79 | 965,517 | 5,363 |
| 2005 | 76,677 | -1,434 | 302,475 | 4,773 | 146,038 | -2,803 | 151,922 | -1,227 | 275,124 | 4,991 | 17,632 | 52 | 969,868 | 4,351 |
| 2006 | 75,235 | -1,442 | 305,947 | 3,471 | 144,086 | -1,952 | 149,524 | -2,398 | 280,519 | 5,395 | 17,687 | 55 | 972,998 | 3,129 |
| 2007 | 73,931 | -1,305 | 305,893 | -54 | 142,429 | -1,657 | 145,928 | -3,596 | 282,021 | 1,502 | 17,656 | -30 | 967,857 | -5,140 |

Projected Enrollment Analysis at the District Level

➤ Note: The percent of districts showing growth in *total* enrollments increases from 45 percent in the historical period, to 52 percent in the projected period.

➤ Note: The percent of districts showing growth in *kindergarten* enrollments increases from 34 percent in the historical period, to 42 percent in the projected period.

➤ Note: Middle school and junior high school show decreases in the percent of districts with enrollment growth. For middle school the percent increases from 74 percent to 34 percent, and for junior high the percent dips from 55 percent to 41 percent.

➤ Note: The percent of high school districts with enrollment increases from 41 percent over the 1998-2002 period, to 65 percent over the 2003-2007 period.

➤ Note: The percent of special education enrollment decreases from 50 percent over the 1998-2002 period, to 29 percent over the 2003-2007 period.

Table 55: Percentage of Districts by Direction of Change in Enrollments

| | Percentage of Districts with a Decrease in Enrollments 1998-2002 | Percentage of Districts with Same Enrollments 1998-2002 | Percentage of Districts with an Increase in Enrollments 1998-2002 | Percentage of Districts with a Decrease in Enrollments 2003-2007 | Percentage of Districts with Same Enrollments 2003-2007 | Percentage of Districts with an Increase in Enrollments 2003-2007 |
|--------------|--|---|---|--|---|---|
| Total | 54% | 1% | 45% | 46% | 2% | 52% |
| K | 65% | 1% | 34% | 57% | 1% | 42% |
| 1-4 | 67% | 0% | 33% | 38% | 0% | 62% |
| 5-6 | 26% | 1% | 74% | 66% | 1% | 34% |
| 7-8 | 44% | 2% | 55% | 59% | 0% | 41% |
| 9-12 | 58% | 1% | 41% | 33% | 2% | 65% |
| SPED | 48% | 2% | 50% | 46% | 25% | 29% |

Projection of the Total Educators and Teachers Needed

➤ Note: The projection of educators is based on keeping the student to educator ratio constant through the projection period. Thus it is a projection of the demand for educators given changing enrollments and that ratio. The demand for educators, then, is very sensitive to changes in enrollments. The projection does not factor in the observed inertia of how the change in educators responds to changes in enrollments. Over the recent historical period reductions in enrollments have not reduced the educator workforce, though it seems to have slowed its growth.

➤ Note: As shown below, the total number of educators increases over historical time. The projection shows a drop as historical enrollments in 2002⁹ decreased by 2.6 percent or 25,519 students from 2001. An historical student to educator ratio of 15.1 suggests a decrease in 1,700 educators to maintain that ratio, with a student to teacher ratio of 17.6, a 1,465 decline in the number of teachers. However, the rate of change in educators and teachers is much slower than the rate of change in enrollments, and historically, declines in enrollments have never observed a decline in the total number of educators or teachers, but rather changes in the rate of increase of educators and teachers. This difference in change is due to contracts, varying demand and supply conditions over the 138 districts, and how enrollment changes and budgeting issues can be out of sync. In a general way, the projections have taken this process into account. Thus, while there is a substantial decline in historical enrollments in 2002, the projection indicates that the rate of change in educators continues to increase, but at a lesser rate.

VNote: After the decline in enrollments in 2002, projected enrollments climb through 2007, as do educators. However, enrollments do not attain levels as observed in 2001; educators continue to increase however, pushing down student-teacher and student-educator ratios.

Table 56: Tennessee Total Educators by Year

| Year | Total | Rate of Change of Enrollments | Total Educators | Rate of Change of Educators | Total Teachers | Rate of Change of Teachers | Student to Educator Ratio | Student to Teacher Ratio |
|------|---------|-------------------------------|-----------------|-----------------------------|----------------|----------------------------|---------------------------|--------------------------|
| 1997 | 962,645 | 1.50% | 58,517 | 0.70% | 50,242 | 0.60% | 16.5 | 19.2 |
| 1998 | 978,438 | 1.60% | 60,361 | 3.20% | 51,920 | 3.30% | 16.2 | 18.8 |
| 1999 | 967,556 | -1.10% | 62,307 | 3.20% | 53,580 | 3.20% | 15.5 | 18.1 |
| 2000 | 992,031 | 2.50% | 63,947 | 2.60% | 55,018 | 2.70% | 15.5 | 18.0 |
| 2001 | 984,015 | -0.80% | 65,082 | 1.80% | 55,925 | 1.60% | 15.1 | 17.6 |
| 2002 | 958,496 | -2.60% | 66,172 | 1.7% | 56,846 | 1.6% | 14.5 | 16.9 |
| 2003 | 960,154 | 0.20% | 66,695 | 0.8% | 57,207 | 0.6% | 14.4 | 16.8 |
| 2004 | 965,517 | 0.60% | 67,279 | 0.9% | 57,671 | 0.8% | 14.4 | 16.7 |
| 2005 | 969,868 | 0.50% | 68,134 | 1.3% | 58,428 | 1.3% | 14.2 | 16.6 |
| 2006 | 972,998 | 0.30% | 68,811 | 1.0% | 59,033 | 1.0% | 14.1 | 16.5 |
| 2007 | 974,275 | 0.10% | 69,164 | 0.5% | 59,266 | 0.4% | 14.1 | 16.4 |

⁹ 2002 enrollments were supplied, but not 2002 educator data was not completed at the time of processing this report

Projection of the Number of Educator Positions Needed

➤ Note: The following breaks out the projections into grade level positions. The number of teaching positions is projected to increase in all categories. However, there are differences in the rate of change by category. Comparing the changes for the number of educators from 1996-97 to 2000-2001 to the changes in number of educators from 2001-02 to 2005-2006. The educator projections are made on one year of historical enrollment data (2002); 2002 educator data was not available at the time of this report. This historical year is shown in blue below. Given that, an additional year of projection is provided to 2007. The following findings emerge.

➤ Note: Historically the number of educators rarely decreases, but rather the increase in educators by year decreases. Thus, we see the steady historic decline of the student-teacher ratio. To take account of this inertia in adjustment of teacher supply to changes in enrollments, the projections are adjusted by how the rate of change in educators compares to a change in the change in enrollments. This makes for a more realistic estimate of how the educator supply will change with enrollments.

- Kindergarten enrollments decline each year since 1997, all the while the number of kindergarten educators increases thereby lowering the student to teacher ratio. From 2001 to 2002 there is a 2,864 student drop in the number of kindergarten students or almost 4 percent. Accounting for the slow rate at which teacher supply adjusts to changes in enrollments, the projection indicates continued hiring and student-teacher ratios dropping. Enrollment projects show kindergarten students increasing (based on historic live births) to 2004, and then declining to 2007.

Table 49: Estimated Changes in the Number of Positions -- Kindergarten

| Year | Teachers | Change in Teachers | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Teacher Ratio |
|------|----------|--------------------|-------------|------------------------------|-----------------------|-------|-----------------|-----------------------|
| 1997 | 3,595 | 2.6% | 80,085 | 488 | 0.6% | 317 | 48 | 22.3 |
| 1998 | 3,665 | 1.9% | 77,747 | -2,338 | -2.9% | 291 | -26 | 21.2 |
| 1999 | 3,724 | 1.6% | 75,968 | -1,779 | -2.3% | 306 | 15 | 20.4 |
| 2000 | 3,776 | 1.4% | 75,766 | -202 | -0.3% | 330 | 24 | 20.1 |
| 2001 | 3,797 | 0.6% | 75,483 | -283 | -0.4% | 312 | -18 | 19.9 |
| 2002 | 3,856 | 1.6% | 72,619 | -2,864 | -3.8% | 321 | 9 | 18.8 |
| 2003 | 3,899 | 1.1% | 76,610 | 3,991 | 5.5% | 309 | -12 | 19.6 |
| 2004 | 3,945 | 1.2% | 78,078 | 1,468 | 1.9% | 316 | 7 | 19.8 |
| 2005 | 3,991 | 1.2% | 76,651 | -1,427 | -1.8% | 318 | 2 | 19.2 |
| 2006 | 4,038 | 1.2% | 75,199 | -1,452 | -1.9% | 323 | 4 | 18.6 |
| 2007 | 4,081 | 1.1% | 73,906 | -1,293 | -1.7% | 321 | -1 | 18.1 |

- Elementary enrollments drop by 4.8 percent from 2001 to 2002 or more than 15,000 students. The projections indicate a stabilizing of hiring in the projection period with the student-teacher ratio reaching and equilibrium at around 14.5 students per teacher. Elementary enrollments increase to 2006.

Table 50: Estimated Changes in the Number of Positions -- GRADE 1-4

| Year | Teachers | Change in Teachers | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Teacher Ratio |
|------|----------|--------------------|-------------|------------------------------|-----------------------|-------|-----------------|-----------------------|
| 1997 | 17,473 | 1.7% | 308,051 | 7,298 | 2.4% | 1,565 | 209 | 17.6 |
| 1998 | 18,263 | 4.5% | 317,938 | 9,887 | 3.2% | 1,817 | 252 | 17.4 |
| 1999 | 18,951 | 3.8% | 314,708 | -3,230 | -1.0% | 1,778 | -39 | 16.6 |
| 2000 | 19,720 | 4.1% | 322,062 | 7,354 | 2.3% | 2,373 | 595 | 16.3 |
| 2001 | 20,074 | 1.8% | 315,233 | -6,829 | -2.1% | 1,992 | -381 | 15.7 |
| 2002 | 20,238 | 0.8% | 300,148 | -15,085 | -4.8% | 1610 | -382 | 14.8 |
| 2003 | 20,458 | 1.1% | 296,025 | -4,123 | -1.4% | 1678 | 68 | 14.5 |
| 2004 | 20,542 | 0.4% | 297,598 | 1,573 | 0.5% | 1559 | -119 | 14.5 |
| 2005 | 20,800 | 1.3% | 302,365 | 4,766 | 1.6% | 1738 | 179 | 14.5 |
| 2006 | 20,991 | 0.9% | 305,836 | 3,471 | 1.1% | 1689 | -49 | 14.6 |
| 2007 | 20,994 | 0.0% | 305,773 | -63 | 0.0% | 1516 | -173 | 14.6 |

- The number of additional middle school teachers (grade 5-6) *increased* by 739 from 1997-2001, and will increase by a smaller number, 193 from 2002-2006. The total number of middle school teachers in 2001 was 6,310. 6,560 total middle school teachers will be needed in 2006.

Table 51: Estimated Changes in the Number of Positions -- GRADE 5-6

| Year | Teachers | Change in Teachers | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Teacher Ratio |
|------|----------|--------------------|-------------|------------------------------|-----------------------|-------|-----------------|-----------------------|
| 1997 | 5,571 | -0.6% | 145,781 | 2,546 | 1.8% | 486 | -7 | 26.2 |
| 1998 | 5,749 | 3.2% | 146,506 | 725 | 0.5% | 548 | 62 | 25.5 |
| 1999 | 5,911 | 2.8% | 145,928 | -578 | -0.4% | 562 | 14 | 24.7 |
| 2000 | 6,135 | 3.8% | 152,232 | 6,304 | 4.3% | 709 | 147 | 24.8 |
| 2001 | 6,310 | 2.9% | 154,875 | 2,643 | 1.7% | 681 | -28 | 24.5 |
| 2002 | 6,367 | 0.9% | 153,095 | -1,780 | -1.1% | 554 | -127 | 24.0 |
| 2003 | 6,428 | 1.0% | 151,405 | -1,690 | -1.1% | 562 | 8 | 23.6 |
| 2004 | 6,468 | 0.6% | 148,787 | -2,617 | -1.7% | 546 | -16 | 23.0 |
| 2005 | 6,505 | 0.6% | 145,988 | -2,800 | -1.9% | 546 | 1 | 22.4 |
| 2006 | 6,560 | 0.8% | 144,039 | -1,948 | -1.3% | 566 | 20 | 22.0 |
| 2007 | 6,624 | 1.0% | 142,382 | -1,657 | -1.2% | 580 | 14 | 21.5 |

- The number of additional Junior high school teachers (grade 7-8) increased by 400 additional teachers needed from 1997-2001 and will require a smaller increase of 588 teachers from 2002-2006. The total number of junior high school teachers in 2001 was 5,768. 6,525 total junior high school teachers will be needed in 2006.

Table 52: Estimated Changes in the Number of Positions -- GRADE 7-8

| Year | Teachers | Change in Teachers | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Teacher Ratio |
|------|----------|--------------------|-------------|------------------------------|-----------------------|-------|-----------------|-----------------------|
| 1997 | 5,368 | -0.3% | 143,579 | -177 | -0.1% | 496 | -37 | 26.7 |
| 1998 | 5,431 | 1.2% | 146,963 | 3,384 | 2.4% | 505 | 9 | 27.1 |
| 1999 | 5,655 | 4.1% | 145,830 | -1,133 | -0.8% | 616 | 111 | 25.8 |
| 2000 | 5,723 | 1.2% | 148,756 | 2,926 | 2.0% | 629 | 13 | 26.0 |
| 2001 | 5,768 | 0.8% | 147,741 | -1,015 | -0.7% | 599 | -30 | 25.6 |
| 2002 | 5,937 | 2.9% | 146,932 | -809 | -0.5% | 683 | 84 | 24.7 |
| 2003 | 5,998 | 1.0% | 151,471 | 4,539 | 3.1% | 590 | -93 | 25.3 |
| 2004 | 6,168 | 2.8% | 153,102 | 1,631 | 1.1% | 706 | 115 | 24.8 |
| 2005 | 6,402 | 3.8% | 151,874 | -1,228 | -0.8% | 783 | 78 | 23.7 |
| 2006 | 6,525 | 1.9% | 149,468 | -2,406 | -1.6% | 694 | -89 | 22.9 |
| 2007 | 6,610 | 1.3% | 145,875 | -3,593 | -2.4% | 666 | -28 | 22.1 |

- The number of additional High school (grades 9-12) teachers increased by 1,065 teachers from 1997-2001, and will require 471 from 2002-2006. The total number of high school teachers in 2001 was 13,694. 14,304 total high school teachers will be needed in 2006. High school enrollments dropped by 2.6 percent in 2002 or over by over 7000 students. Enrollments subsequently increase through the projection period.

Table 53: Estimated Changes in the Number of Positions -- GRADE 9-12

| Year | Teachers | Change in Teachers | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Teacher Ratio |
|------|----------|--------------------|-------------|------------------------------|-----------------------|-------|-----------------|-----------------------|
| 1997 | 12,629 | -0.6% | 266,990 | 4,623 | 1.8% | 1,118 | 18 | 21.1 |
| 1998 | 13,039 | 3.2% | 273,613 | 6,623 | 2.5% | 1,296 | 178 | 21.0 |
| 1999 | 13,332 | 2.2% | 268,089 | -5,524 | -2.0% | 1,332 | 36 | 20.1 |
| 2000 | 13,513 | 1.4% | 274,910 | 6,821 | 2.5% | 1,532 | 200 | 20.3 |
| 2001 | 13,694 | 1.3% | 273,202 | -1,708 | -0.6% | 1,537 | 5 | 20.0 |
| 2002 | 13,833 | 1.0% | 266,108 | -7,094 | -2.6% | 1359 | -178 | 19.2 |
| 2003 | 13,855 | 0.2% | 266,809 | 701 | 0.3% | 1256 | -103 | 19.3 |
| 2004 | 13,960 | 0.8% | 270,029 | 3,220 | 1.2% | 1340 | 84 | 19.3 |
| 2005 | 14,125 | 1.2% | 275,023 | 4,994 | 1.8% | 1408 | 68 | 19.5 |
| 2006 | 14,304 | 1.3% | 280,424 | 5,401 | 2.0% | 1438 | 30 | 19.6 |
| 2007 | 14,355 | 0.4% | 281,928 | 1,504 | 0.5% | 1326 | -113 | 19.6 |

- The number of additional special education teachers needed increased by 534 from 1997-2001, and is projected to remain largely unchanged from 2002-2006. However, in 2002, there is a 12.1 percent increase in the enrollment of special education, requiring a substantial increase in hiring. After that year the enrollments in special education remain largely the same. The total number of special education teachers in 2002 was 5,993. 6,380 total special education teachers will be needed in 2006.

Table 54: Estimated Changes in the Number of Positions – SPECIAL EDUCATION

| Year | Teachers | Change in Teachers | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Teacher Ratio |
|------|----------|--------------------|-------------|------------------------------|-----------------------|-------|-----------------|-----------------------|
| 1997 | 5,459 | 0.7% | 18,159 | -350 | -1.9% | 607 | -5 | 3.3 |
| 1998 | 5,600 | 2.6% | 15,671 | -2,488 | -13.7% | 679 | 72 | 2.8 |
| 1999 | 5,814 | 3.8% | 17,033 | 1,362 | 8.7% | 735 | 56 | 2.9 |
| 2000 | 5,928 | 2.0% | 18,305 | 1,272 | 7.5% | 776 | 41 | 3.1 |
| 2001 | 5,993 | 1.1% | 17,481 | -824 | -4.5% | 753 | -23 | 2.9 |
| 2002 | 6,389 | 7% | 19,594 | 2,113 | 12.1% | 935 | 182 | 3.1 |
| 2003 | 6,341 | -1% | 19,263 | -331 | -1.7% | 528 | -408 | 3.0 |
| 2004 | 6,358 | 0% | 19,371 | 108 | 0.6% | 587 | 60 | 3.0 |
| 2005 | 6,372 | 0% | 19,459 | 88 | 0.5% | 586 | -1 | 3.1 |
| 2006 | 6,380 | 0% | 19,522 | 63 | 0.3% | 582 | -4 | 3.1 |
| 2007 | 6,366 | 0% | 19,418 | -104 | -0.5% | 560 | -22 | 3.1 |

- The number of additional administrators needed increased by 189 from 1997-2001, and will increase by a smaller number, 52, from 2002-2006. The total number of administrators in 2001 was 2,827. 2,905 total administrators will be needed in 2006.

Table 55: Estimated Changes in the Number of Positions – ADMINISTRATORS

| Year | Educators | Change in Educators | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Educators Ratio |
|------|-----------|---------------------|-------------|------------------------------|-----------------------|-------|-----------------|-------------------------|
| 1997 | 2,638 | 2.3% | 962,645 | 14,428 | 1.5% | 22 | 5 | 364.9 |
| 1998 | 2,695 | 2.2% | 978,438 | 15,793 | 1.6% | 26 | 4 | 363.1 |
| 1999 | 2,750 | 2.0% | 967,556 | -10,882 | -1.1% | 37 | 11 | 351.8 |
| 2000 | 2,799 | 1.8% | 992,031 | 24,475 | 2.5% | 47 | 10 | 354.4 |
| 2001 | 2,827 | 1.0% | 984,015 | -8,016 | -0.8% | 39 | -8 | 348.1 |
| 2002 | 2,839 | 0.4% | 958,496 | -25,519 | -2.6% | -5 | -44 | 337.6 |
| 2003 | 2,858 | 0.7% | 942,321 | -16,175 | 1.7% | 2 | 7 | 329.7 |
| 2004 | 2,872 | 0.5% | 947,595 | 5,274 | -0.6% | -3 | -5 | 329.9 |
| 2005 | 2,883 | 0.4% | 951,901 | 4,306 | -0.5% | -6 | -3 | 330.1 |
| 2006 | 2,891 | 0.3% | 954,966 | 3,065 | -0.3% | -9 | -3 | 330.3 |
| 2007 | 2,905 | 0.5% | 949,864 | -5,101 | 0.5% | -4 | 5 | 327.0 |

- The number of additional staff needed increased by 693 from 1997-2001, and will increase by a smaller number, 397, from 2002-2006. The total number of staff in 2001 was 6,330. 6,816 total staff will be needed in 2006.

Table 56: Estimated Changes in the Number of Positions – STAFF

| Year | Educators | Change in Educators | Enrollments | Number Change in Enrollments | Change in Enrollments | Hires | Change in Hires | Student-Educators Ratio |
|-------------|------------------|----------------------------|--------------------|-------------------------------------|------------------------------|--------------|------------------------|--------------------------------|
| 1997 | 5,637 | 0.7% | 962,645 | 14,428 | 1.5% | 271 | 3 | 170.8 |
| 1998 | 5,746 | 1.9% | 978,438 | 15,793 | 1.6% | 317 | 46 | 170.3 |
| 1999 | 5,977 | 4.0% | 967,556 | -10,882 | -1.1% | 372 | 55 | 161.9 |
| 2000 | 6,130 | 2.6% | 992,031 | 24,475 | 2.5% | 443 | 71 | 161.8 |
| 2001 | 6,330 | 3.3% | 984,015 | -8,016 | -0.8% | 463 | 20 | 155.5 |
| 2002 | 6,419 | 1.4% | 958,496 | -25,519 | -2.6% | 335 | -128 | 149.3 |
| 2003 | 6,562 | 2.2% | 942,321 | -16,175 | 1.7% | 392 | 57 | 143.6 |
| 2004 | 6,667 | 1.6% | 947,595 | 5,274 | -0.6% | 360 | -32 | 142.1 |
| 2005 | 6,754 | 1.3% | 951,901 | 4,306 | -0.5% | 346 | -14 | 140.9 |
| 2006 | 6,816 | 0.9% | 954,966 | 3,065 | -0.3% | 325 | -21 | 140.1 |
| 2007 | 6,922 | 1.5% | 949,864 | -5,101 | 0.5% | 370 | 45 | 137.2 |

Examining Historical Student to Teacher Ratios

➤ **DEFINITION:** The following table examines changes in the student-to-teacher ratios as calculated from the Tennessee Preliminary Reports (which provide information on the number of students per class).

➤ **Note:** In general, the ratios became smaller (that is better) over time from 1995-96 to 1996-97 and as measured in 2000-2001. This suggests that most districts have been successful in finding supply to meet the demands set by the EIA standards.

➤ **Note:** The only area that seems to be facing a sustained difficulty in reaching the standard is the kindergarten grade. There has been substantial improvement where the 93 percent of the districts equaled or bettered the standard in 2000-2001 increasing every year since 1995-96.

➤ **Note:** Improvements or stability in student to teacher ratios are seen in all other areas, except for social studies that shows a 2 percent decline in the number of districts with student-teacher ratios better or equal to the standard.

Table 65: Percent of Districts Meeting EIA Student-Teacher Ratio Standards 1996-97 School Year

| | | 1996 | | 1997 | | 1999 | | 2000 | | 2001 | |
|----------|---------------------|-----------------------------|---------------------|-----------------------------|---------------------|-----------------------------|---------------------|-----------------------------|---------------------|-----------------------------|---------------------|
| Standard | Position | Better or Equal to Standard | Worse than Standard | Better or Equal to Standard | Worse than Standard | Better or Equal to Standard | Worse than Standard | Better or Equal to Standard | Worse than Standard | Better or Equal to Standard | Worse than Standard |
| 20 | Kindergarten | 56% | 44% | 59% | 41% | 79% | 21% | 89% | 11% | 93% | 7% |
| 20 | Elementary | 69% | 31% | 83% | 17% | 91% | 9% | 97% | 3% | 97% | 3% |
| 25 | Middle School | 87% | 13% | 86% | 14% | 94% | 6% | 96% | 4% | 96% | 4% |
| 30 | Jr. High School | 99% | 1% | 100% | 0% | 100% | 0% | 100% | 0% | 100% | 0% |
| 30 | HS Business | 99% | 1% | 99% | 1% | 100% | 0% | 100% | 0% | 100% | 0% |
| 30 | HS Language Arts | 99% | 1% | 100% | 0% | 98% | 2% | 100% | 0% | 100% | 0% |
| 30 | HS Social Studies | 97% | 3% | 97% | 3% | 99% | 1% | 100% | 0% | 98% | 2% |
| 30 | HS Foreign Language | 97% | 3% | 98% | 2% | 97% | 3% | 98% | 2% | 99% | 1% |
| 30 | HS Mathematics | 100% | 0% | 100% | 0% | 99% | 1% | 100% | 0% | 100% | 0% |
| 30 | HS Science | 100% | 0% | 99% | 1% | 99% | 1% | 100% | 0% | 100% | 0% |
| 20 | HS Vocational Ed. | 88% | 12% | 81% | 19% | 81% | 19% | 94% | 6% | 95% | 5% |

Reserve Pool Analysis

➤ **DEFINITION:** The reserve pool is composed of those educators who have credentials to teach, but are currently not hired in the Tennessee public education system. The issue in examining the reserve pool is---are there many or few individuals in particular subject areas?

➤ **DEFINITION:** taking all persons certified after 1997 with valid licenses with expiration dates post-2001, removing those persons with over 25 years experience, those who died, and those currently in the workforce estimate the current reserve pool.

➤ **DEFINITION:** The number of persons in the reserve pool is estimated by taking the total number of endorsements and dividing by the number of persons. The reason this is done is because individuals can have more than one endorsement (there are cases of persons with 19 endorsements). Thus, there are more endorsements than persons. In this case there are 28,347 endorsements shared among 17,555 individuals or approximately 2 endorsements per person. So taking half of the endorsements reported provides a rough estimate of the number of persons in the reserve pool.

➤ **Note:** The table below shows the large number of persons in most every broad category. Notable categories below 100 endorsements are Home Economics, ESL, Theatre, Agriculture, Social Worker and Technology Education. However, the table that follows this one shows, a different picture emerges when the areas are broken out into greater detail.

Table 66: Certification Pool by Broad Areas, Sorted from Highest to Lowest

| Group | Number of Endorsements |
|----------------------|-------------------------------|
| Elementary | 7652 |
| Middle School | 3258 |
| Social Science | 3154 |
| Special Education | 2481 |
| Trade & Industry | 2241 |
| English | 1590 |
| Science | 1576 |
| Business | 1434 |
| Music | 861 |
| Mathematics | 824 |
| Physical Education | 624 |
| Foreign Language | 498 |
| Health | 476 |
| Art | 312 |
| Administration | 221 |
| Counselor | 186 |
| Miscellaneous | 173 |
| School Psychologist | 149 |
| Librarian | 139 |
| Communications | 111 |
| Reading | 110 |
| Home Economics | 94 |
| ESL | 57 |
| Theatre | 44 |
| Agriculture | 35 |
| Social Worker | 27 |
| Technology Education | 20 |
| Grand Total | 28,347 |

➤Note: The following shows the detail of the endorsements for the reserve pool. Within each area the endorsements are sorted from lowest number to highest number.

Table 57: Reserve Pool—Number of Endorsements by Area, Sorted within Area, from Lowest to Highest

| Group | Endorsement | Total |
|-----------------------------|--------------------------------|-------------|
| Administration | Admin Coop Coordinator | 5 |
| | Admin Supv K-8 | 78 |
| | Admin-Food Service Supv | 4 |
| | Admin-Principal 7-12 | 22 |
| | Admin-Principal K-8 | 12 |
| | Admin-Superintendent | 42 |
| | Admin-Supv Inst 7-12 Adv. | 4 |
| | Admin-Supv Inst 7-12 Init | 5 |
| | Admin-Supv Inst K-8 Adv. | 3 |
| | Admin-Supv Inst K-8 Init | 4 |
| | Admin-Supv of Attendance | 17 |
| | Admin-Supv of Instr K-8 Init. | 10 |
| | Admin-Voc Ed. Dir/Admin | 3 |
| | Principal K-12 | 6 |
| | Principal K-8 | 6 |
| Administration Total | | 221 |
| Agriculture | Voc.-Tech.-General Agriculture | 2 |
| | Voc.-Tech.-Voc Agricultural | 33 |
| Agriculture Total | | 35 |
| Art | Art & Music-Art K-12 | 108 |
| | Art & Music-Crafts/Art Apprec. | 5 |
| | Art & Music-Visual Arts K-12 | 199 |
| Art Total | | 312 |
| Business | Business Arithmetic | 96 |
| | Business English | 124 |
| | Business Law | 71 |
| | Business Machines | 77 |
| | Business- Misc | 367 |
| | Business-Accounting | 27 |
| | Business-Basic Business | 30 |
| | Business-Bookkeeping | 84 |
| | Business-Consumer Education | 35 |
| | Business-General Business | 142 |
| | Business-Marketing Education | 5 |
| | Voc. Office Ed. | 2 |
| | Voc.-Tech.Office Technology | 13 |
| | Voc.-Tech.Office/Clerical Prac | 70 |
| | Voc.-Tech.Salesmanship | 43 |
| | Voc.-Tech.Secretarial Practice | 54 |
| | Voc.-Tech.Shorthand | 64 |
| | Voc.-Tech-Data Processing | 29 |
| | Voc.-Tech-Typewriting | 101 |
| Business Total | | 1434 |

| Group | Endorsement | Total |
|-------------------------------|-----------------------------------|-------------|
| Communications | Comm.-Speech | 67 |
| | Comm.-Speech Comm. 7-12 | 44 |
| Communications Total | | 111 |
| Counselor | Staff-Guidance Associate | 1 |
| | Staff-Sch Counselor K-8 | 153 |
| | Staff-School Counselor K-8 | 32 |
| Counselor Total | | 186 |
| Elementary | Elem.-Pre K-3 Early Child | 1241 |
| | Elementary Grades 1-8 | 2193 |
| | Elementary Grades 1-9 | 301 |
| | Elem-K- 8 Early Grade Spec. | 3204 |
| Elementary Total | | 7652 |
| English | English | 1590 |
| English Total | | 1590 |
| ESL | ESL | 57 |
| ESL Total | | 57 |
| Foreign Language | For. Lang.-French | 175 |
| | For. Lang.-German | 60 |
| | For. Lang.-Latin | 28 |
| | For. Lang.-Other Foreign Language | 3 |
| | For. Lang.-Russian | 4 |
| | For. Lang.-Russian 7-12 | 2 |
| | For. Lang.-Spanish | 226 |
| Foreign Language Total | | 498 |
| Health | Health-Health and PE K-12 | 237 |
| | Health-Health Instruction | 36 |
| | Health-Health K-12 | 203 |
| Health Total | | 476 |
| Home Economics | Voc Home Economics | 74 |
| | Voc.-Home Economics | 20 |
| Home Economics Total | | 94 |
| Librarian | Staff-Librarian K-12 | 139 |
| Librarian Total | | 139 |
| Mathematics | Mathematics | 824 |
| Mathematics Total | | 824 |
| Middle School | Middle Grade Spec. G 1-8 | 3258 |
| Middle School Total | | 3258 |
| Miscellaneous | Misc.-Bible | 102 |
| | Misc.-Driver Education | 71 |
| Miscellaneous Total | | 173 |

~Table 57 continued: Detail of the Reserve Pool, Sorted within Area from Lowest to Highest

| Group | Endorsement | Total |
|----------------------------------|---------------------------------|-------------|
| Music | Art & Music-Instr Music K-12 | 337 |
| | Art & Music-Instrumental Music | 28 |
| | Art & Music-School Music K-12 | 122 |
| | Art & Music-Voc/Gen Music K-12 | 346 |
| | Art & Music-Vocal/General Music | 28 |
| Music Total | | 861 |
| Physical Education | | |
| | Phy. Education 7-12 | 97 |
| | Phy. Education K-8 | 39 |
| | Phys. Ed. K-12 | 435 |
| | Physical Ed. K-12 | 53 |
| Physical Education Total | | 624 |
| Reading | Spec. Tchr Rdng K-12 | 39 |
| | Spec. Tchr Rdng K-8 | 71 |
| Reading Total | | 110 |
| School Psychologist | Staff-School Psychologist | 149 |
| School Psychologist Total | | 149 |
| Science | Science-Aeronautics | 1 |
| | Science-Biology | 770 |
| | Science-Chemistry | 287 |
| | Science-Earth & Space Science | 36 |
| | Science-Earth Science | 26 |
| | | |
| | Science-Earth/Space Science | 3 |
| | Science-General Science | 312 |
| | Science-Physics | 141 |
| | | |
| Science Total | | 1576 |
| Social Science | Social Science-C106History 7-12 | 766 |
| | Social Science-Economics | 242 |
| | Social Science-Economics 7-12 | 59 |
| | Social Science-Geography | 191 |
| | Social Science-Geography 7-12 | 108 |
| | Social Science-Government | 260 |
| | Social Science-Government 7-12 | 229 |
| | Social Science-History | 579 |
| | | |
| | Social Science-Social Studies | 104 |
| | Social Science-Sociology | 326 |
| | Social Science-Sociology 7-12 | 36 |
| | Social Sciences-Psychology | 214 |
| | Social Sciences-Psychology 7-12 | 40 |
| Social Science Total | | 3154 |

| Group | Endorsement | Total |
|-----------------------------------|--------------------------------|--------------|
| Social Worker | Staff-Social Worker | 27 |
| Social Worker Total | | 27 |
| Special Education | Sp. Ed. Blind K-12 | 5 |
| | Sp. Ed. Comp. K-12 | 370 |
| | Sp. Ed. Crippling & Sp. Health | 3 |
| | Sp. Ed. Deaf K-12 | 26 |
| | Sp. Ed. Erly Ch. PreK-1 | 127 |
| | Sp. Ed. Hear PreK-12 | 87 |
| | Sp. Ed. Modified K-12 | 948 |
| | Sp. Ed. Mult Disabil. K-12 | 3 |
| | Sp. Ed. Sp/Lan PreK-12 | 310 |
| | | |
| | Sp. Ed. Special Education | 467 |
| | Sp. Ed. Speech/Hearing K-12 | 69 |
| | Sp. Ed. Vision PreK-12 | 27 |
| | Sp. Ed. Visually Impaired | 9 |
| | | |
| | Sp. Ed.-Educable Ment. Ret. | 26 |
| | | |
| | Sp. Ed.Partially Seeing | 4 |
| Special Education Total | | 2481 |
| Technology Education | Materials and Process Tech | 1 |
| | Voc. Tech. -Power Mechanics | 5 |
| | Voc.-Tech.Industrial Arts | 13 |
| | Voc.-Tech-Comm. & Med. Tech. | 1 |
| Technology Education Total | | 20 |
| Theatre | Art & Music-Theatre K-12 | 44 |
| Theatre Total | | 44 |
| Trade & Industry | Voc. Tech. -Plastics | 5 |
| | Voc. Tech.-Elec/Electronics | 4 |
| | Voc.-Tech. Misc. | 2194 |
| | Voc.-Tech.-Metals | 6 |
| | Voc.-Tech.Ornamental Hort. | 1 |
| | Voc.-Tech.Prof.Vocational | 4 |
| | Voc.-Tech.-Woods | 12 |
| | Voc.-Tech-Drafting | 5 |
| | Voc.-Tech-Graphics Arts | 10 |
| Trade & Industry Total | | 2241 |
| Grand Total | | 28347 |

➤ Note: When endorsement counts can be matched with positions, administrators and librarians have the smallest percentage of endorsements among those unemployed relative to the number of educators in the workforce. Counselors, elementary teachers, special education, math, and foreign languages follow this.

Table 58: Endorsement as Percent of Educator Position

| Certification Area | Number of Endorsements | Educators in 2001 | Endorsements as Percent of Educators 2001 |
|---------------------------|-------------------------------|--------------------------|--|
| Administration | 221 | 2,827 | 7.8% |
| Librarian | 139 | 1457 | 10% |
| Counselor | 186 | 1770 | 11% |
| Elementary | 7652 | 20074 | 38% |
| Special Education | 2481 | 5993 | 41% |
| Mathematics | 824 | 1640 | 50% |
| Foreign Language | 498 | 707 | 70% |
| English | 1590 | 1810 | 88% |
| Science | 1576 | 1406 | 112% |
| Social Science | 3154 | 1468 | 215% |
| Business | 1434 | 454 | 316% |

Waiver and Permit Analysis

➤ **DEFINITION:** The table below shows waivers and permits by area for 1999-2000 *and* 2001-2002.

➤ Note: Elementary, school psychologist, science, mathematics, resource, social studies, CDC, health, English and journalism, foreign languages all sum to greater than 100 waivers and permits in 2001-2002.

➤ Note: Significant drops from 1999-2000 are special education, Speech/Language, and ESL,

Table 59: Waivers and Permits by Area, Sorted highest to lowest with Area

| Area | Waivers | Waivers | Permits | Permits | Waivers & Permits | Waivers & Permits |
|--|------------|--------------|------------|--------------|-------------------|-------------------|
| | 1999-2000 | 2001-2002 | 1999-2000 | 2001-2002 | 1999-2000 | 2001-2002 |
| <u>Special Education</u> | | | | | | |
| School Psychologist | 1 | 249 | 4 | 0 | 5 | 249 |
| Resource | 56 | 2 | 22 | 195 | 78 | 197 |
| CDC | 3 | 39 | 3 | 112 | 6 | 151 |
| Special Education | 222 | 10 | 210 | 35 | 432 | 45 |
| Gifted | 2 | 10 | 0 | 0 | 2 | 10 |
| Deaf/Hard of Hearing Teacher | 1 | 4 | 0 | 4 | 1 | 8 |
| Early Childhood | 0 | 0 | 0 | 5 | 0 | 5 |
| Consulting Teacher | 9 | 1 | 0 | 0 | 9 | 1 |
| Visually Limited | 0 | 0 | 0 | 1 | 0 | 1 |
| At Risk, Alternative, Adult High | 1 | 0 | 0 | 0 | 1 | 0 |
| ESL (Native Language) | 27 | 0 | 0 | 0 | 27 | 0 |
| Guidance Counselor | 2 | 0 | 0 | 0 | 2 | 0 |
| Speech/Language | 1 | 0 | 36 | 0 | 37 | 0 |
| Title I Mathematics | 2 | 0 | 0 | 0 | 2 | 0 |
| Total Special Education | 327 | 315 | 275 | 352 | 602 | 667 |
| Percent | 39% | 36.5% | 20% | 17.1% | 27% | 23% |
| | | | | | | |
| <u>General Education</u> | | | | | | |
| Elementary Grades | 47 | 51 | 376 | 634 | 423 | 685 |
| Science | 33 | 33 | 67 | 173 | 100 | 206 |
| Mathematics | 45 | 42 | 116 | 162 | 161 | 204 |
| Social Studies | 89 | 50 | 44 | 120 | 133 | 170 |
| Health & Physical Education, Drivers Ed, Lifetime Wellness | 30 | 42 | 74 | 88 | 104 | 130 |
| English and Journalism | 21 | 15 | 52 | 106 | 73 | 121 |
| Foreign Language | 28 | 27 | 68 | 82 | 96 | 109 |
| Librarian | 57 | 70 | 12 | 25 | 69 | 95 |
| Music | 30 | 26 | 47 | 64 | 77 | 90 |
| Art | 26 | 39 | 33 | 44 | 59 | 83 |
| Pre-School/Early Childhood | 14 | 21 | 0 | 53 | 14 | 74 |
| ESL | 0 | 56 | 9 | 1 | 9 | 57 |
| Middle Grades | 0 | 0 | 20 | 25 | 20 | 25 |
| Drama/Theater Arts | 13 | 8 | 8 | 10 | 21 | 18 |
| Kindergarten | 11 | 16 | 35 | 0 | 46 | 16 |

| Area | Waivers | Waivers | Permits | Permits | Waivers & Permits | Waivers & Permits |
|---|------------|--------------|--------------|--------------|-------------------|-------------------|
| | 1999-2000 | 2001-2002 | 1999-2000 | 2001-2002 | 1999-2000 | 2001-2002 |
| <u>General Education...continued</u> | | | | | | |
| Reading | 0 | 0 | 5 | 6 | 5 | 6 |
| Bible, Religion | 0 | 3 | 0 | 3 | 0 | 6 |
| At Risk/Alternative/Adult High | 0 | 4 | 0 | 0 | 0 | 4 |
| Title I Reading | 0 | 3 | 0 | 0 | 0 | 3 |
| Alternative School | 0 | 0 | 9 | 0 | 9 | 0 |
| Computer | 0 | 0 | 7 | 0 | 7 | 0 |
| Early Childhood | 0 | 0 | 28 | 0 | 28 | 0 |
| GED | 0 | 0 | 1 | 0 | 1 | 0 |
| Guidance | 0 | 0 | 0 | 0 | 0 | 0 |
| Total General Education | 444 | 506 | 1,011 | 1596 | 1455 | 2102 |
| Percent | 53% | 58.7% | 73% | 77.6% | 66% | 72% |
| | | | | | | |
| <u>Vocational Education</u> | | | | | | |
| Business/Office/Keyboarding/Computer and Typing | 0 | 24 | 0 | 39 | 0 | 63 |
| Home Economics | 0 | 7 | 0 | 13 | 0 | 20 |
| Trade & Industrial | 21 | 0 | 25 | 12 | 46 | 12 |
| Industrial Arts, Technology Education | 7 | 3 | 0 | 8 | 7 | 11 |
| Marketing | 7 | 1 | 5 | 10 | 12 | 11 |
| Agriculture | 2 | 2 | 7 | 5 | 9 | 7 |
| Job Training/Co-op | 0 | 1 | 0 | 6 | 0 | 7 |
| Health Occupations | 11 | 0 | 4 | 6 | 15 | 6 |
| Family and Consumer Sciences | 0 | 0 | 12 | 0 | 12 | 0 |
| Office Education | 0 | 0 | 18 | 0 | 18 | 0 |
| Other Vocational | 6 | 0 | 0 | 0 | 6 | 0 |
| Technology Education | 0 | 0 | 11 | 0 | 11 | 0 |
| VIP/VAP | 5 | 0 | 0 | 0 | 5 | 0 |
| Total Vocational Education | 59 | 38 | 82 | 99 | 141 | 137 |
| Percent | 7% | 4.4% | 6% | 4.8% | 6% | 5% |
| | | | | | | |
| <u>Other</u> | | | | | | |
| School Social Worker | 1 | 1 | 9 | 7 | 10 | 8 |
| Principal | 3 | 1 | 3 | 1 | 6 | 2 |
| Assistant Principal | 0 | 1 | 0 | 0 | 0 | 1 |
| Co-op Coordinator | 0 | 0 | 0 | 1 | 0 | 1 |
| Other | 0 | 0 | 2 | 0 | 2 | 0 |
| Total | 4 | 3 | 14 | 9 | 18 | 12 |
| Percent | 0% | 0.4% | 1% | 0.5% | 1% | 0% |
| | | | | | 0 | 0 |
| GRAND TOTAL | 834 | 862 | 1382 | 2056 | 2216 | 2918 |

➤ **Note:** The table below is sorted by the total of waivers and permits in 2001-2002 for each endorsement area that has granted waivers and permits granted for teaching. It is compared with the most recent data on positions (2000-2001) Foreign language leads the list, followed by science mathematics, social studies, language arts and librarians.

This is not an exhaustive list, but shows data where position counts and waiver and permit counts could be matched.

Table 60: Waivers and Permits as a Percent of Educators in 2001-2002

| Position | Waivers and Permits in 2001-2002 | Positions in 2000-2001 | Percent |
|------------------------|---|-------------------------------|----------------|
| Foreign Language | 109 | 707 | 15.4% |
| Science | 206 | 1,406 | 14.7% |
| Mathematics | 204 | 1,640 | 12.4% |
| Social Studies | 170 | 1,468 | 11.6% |
| Language Arts | 121 | 1,810 | 6.7% |
| Librarians | 95 | 1,457 | 6.5% |
| Vocational Ed. | 137 | 2,550 | 5.4% |
| Elementary Teachers | 685 | 20,074 | 3.4% |
| Special Education | 45 | 5,993 | 0.8% |
| Administrators | 12 | 2,827 | 0.4% |
| Kindergarten | 16 | 3,797 | 0.4% |
| Middle School Teachers | 25 | 6,310 | 0.4% |

District Waivers and Permits

➤ **DEFINITION:** The following sections examine districts in terms of access to supply measure by demand for waivers, permits, and how enrollment growth compares to educator workforce growth.

➤ **NOTE:** Waiver and permit data are compared for 2000-2001 where educator data are available for comparison. Waiver and permit data are also presented for 2001-2002.

➤ Note: Memphis accounts for 47.2 percent of the total of waivers and permits, while accounting for only 11.3 percent of the total educator workforce.

➤ Note: 2 districts, Memphis and Davidson account for more than 50 percent of the total of waivers and permits issued.

➤ Note: Out of the 139 districts, 115 requested waivers or permits

➤ Note: 25 districts reported no waivers or permits in 2000-2001

➤ Note: *See Appendix 7 for a complete list*

Table 61: Highest ten and lowest districts percent permits and waivers in 2000-2001

| District | Waivers & Permits 00-01 | Waivers & Permits 01-02 | Percent of Waivers & Permits 00-01 | Percent of Waivers & Permits 01-02 | Waivers & Permits as a Percent of Educator Workforce in 2000-2001 |
|--|----------------------------|----------------------------|---------------------------------------|---------------------------------------|---|
| Memphis | 1175 | 1171 | 47.8% | 44.7% | 11.3% |
| Davidson | 205 | 287 | 8.3% | 11.0% | 8.1% |
| Hamilton | 133 | 169 | 5.4% | 6.5% | 4.5% |
| Sumner | 76 | 67 | 3.1% | 2.6% | 2.4% |
| Tipton | 52 | 61 | 2.1% | 2.3% | 0.9% |
| Shelby | 38 | 26 | 1.5% | 1.0% | 4.4% |
| Fayette | 33 | 39 | 1.3% | 1.5% | 0.4% |
| Hardeman | 33 | 53 | 1.3% | 2.0% | 0.5% |
| Maury | 29 | 19 | 1.2% | 0.7% | 1.3% |
| Bedford | 25 | 26 | 1.0% | 1.0% | 0.7% |
| State Total and Averages | 1799 | 1930 | 0.7% | 0.7% | 0.7% |
| Alcoa , Athens, Bells, Bristol, Carter, Dayton, Elizabethton, Etowah, Fayetteville, Franklin, Greeneville, Hardin, Hollow Rock-Bruceton, Huntingdon, Johnson, Lexington, Maryville, McKenzie, Moore, Newport, Paris, South Carroll, Washington, West Carroll --- which represents 6.7 percent of the educator workforce | | | | | |

Comparing Change in District Enrollment with Change in Educator Workforce

➤ Note: The district with the largest growth in total enrollments from 1998 to 2002 is Hollow Rock at 34.5%. The greatest decline in enrollments is for Marion with a decline of 15.7 percent. *See Appendix 8 for full listing.*

Table 72: Growth In Total Enrollments by District: Highest and Lowest

| District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | 1994-1998 | 1998-2002 |
|-----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-------------|--------------|
| HOLLOW ROCK-BR | 852 | 838 | 879 | 855 | 875 | 888 | 894 | 899 | 894 | 841 | 1,202 | 1.7% | 34.5% |
| JOHNSON CITY | 6,123 | 6,340 | 6,566 | 6,624 | 6,521 | 6,863 | 6,371 | 7,230 | 7,079 | 7,331 | 7,575 | -3.0% | 18.9% |
| WILLIAMSON | 12,554 | 12,653 | 14,968 | 14,817 | 17,003 | 18,008 | 18,435 | 19,295 | 20,234 | 21,479 | 21,659 | 23.2% | 17.5% |
| KINGSPORT | 6,276 | 6,329 | 6,345 | 6,314 | 6,531 | 7,004 | 6,767 | 6,853 | 7,127 | 7,108 | 7,907 | 6.7% | 16.8% |
| LEBANON | 2,477 | 2,539 | 2,560 | 2,612 | 2,828 | 2,837 | 2,752 | 3,178 | 2,923 | 2,940 | 3,161 | 7.5% | 14.9% |
| SWEETWATER | 1,220 | 1,206 | 1,248 | 1,274 | 1,286 | 1,343 | 1,344 | 1,379 | 1,466 | 1,473 | 1,540 | 7.7% | 14.6% |
| MURFREESBORO | 4,779 | 5,202 | 5,245 | 5,455 | 6,062 | 5,178 | 5,361 | 6,494 | 6,332 | 6,050 | 6,125 | 2.2% | 14.3% |
| RUTHERFORD | 20,258 | 21,459 | 21,835 | 22,769 | 23,837 | 25,019 | 25,302 | 25,936 | 26,865 | 27,445 | 27,958 | 15.9% | 10.5% |
| GREENEVILLE | 2,799 | 2,816 | 2,636 | 2,697 | 2,639 | 2,642 | 2,593 | 2,516 | 2,563 | 2,812 | 2,860 | -1.6% | 10.3% |
| MANCHESTER | 1,307 | 1,302 | 1,288 | 1,323 | 1,306 | 1,344 | 1,115 | 1,205 | 1,193 | 1,172 | 1,226 | -13.4% | 10.0% |
| | | | | | | | | | | | | | |
| State | 893,272 | 906,975 | 923,673 | 936,400 | 948,217 | 962,645 | 978,438 | 967,556 | 992,031 | 984,015 | 958,496 | 5.9% | -2.0% |
| | | | | | | | | | | | | | |
| PARIS | 1,316 | 1,385 | 1,399 | 1,386 | 1,633 | 1,745 | 1,658 | 1,609 | 1,645 | 1,577 | 1,444 | 18.5% | -12.9% |
| LAUDERDALE | 5,052 | 5,317 | 5,335 | 5,678 | 5,322 | 5,308 | 5,320 | 5,135 | 4,972 | 4,768 | 4,628 | -0.3% | -13.0% |
| DECATUR | 1,871 | 1,882 | 1,948 | 1,917 | 1,883 | 1,846 | 1,877 | 1,913 | 1,887 | 1,833 | 1,630 | -3.6% | -13.2% |
| SCOTT | 3,168 | 3,375 | 3,360 | 3,261 | 3,119 | 3,123 | 3,051 | 2,990 | 2,877 | 2,868 | 2,637 | -9.2% | -13.6% |
| COVINGTON | 1,234 | 1,203 | 1,171 | 1,129 | 1,110 | 1,099 | 1,041 | 973 | 1,033 | 946 | 899 | -11.1% | -13.6% |
| NEWPORT | 854 | 832 | 828 | 812 | 821 | 816 | 818 | 774 | 765 | 711 | 705 | -1.2% | -13.8% |
| HARRIMAN | 1,947 | 1,941 | 1,940 | 1,920 | 1,766 | 1,786 | 1,678 | 1,591 | 1,532 | 1,477 | 1,440 | -13.5% | -14.2% |
| HUMBOLDT | 2,498 | 2,474 | 2,482 | 2,424 | 2,299 | 2,271 | 2,243 | 2,172 | 2,037 | 2,002 | 1,900 | -9.6% | -15.3% |
| FAYETTE | 4,671 | 5,140 | 5,138 | 5,155 | 4,815 | 4,498 | 4,398 | 4,265 | 3,783 | 3,852 | 3,723 | -14.4% | -15.3% |
| MARION | 4,996 | 4,954 | 4,873 | 4,949 | 4,871 | 4,849 | 4,891 | 4,229 | 4,203 | 4,073 | 4,122 | 0.4% | -15.7% |

➤ Note: The district with the largest growth in total educators from 1997 to 2001 is Rutherford at 34.5%. The greatest decline in enrollments is for Union with a decline of 12.6 percent. *See Appendix 9 for full listing*

Table 73: Growth In Total Educator Workforce by District: Highest and Lowest

| District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 1993-1997 | 1997-2001 |
|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------|-----------|
| STEWART | 101 | 100 | 106 | 110 | 111 | 119 | 110 | 128 | 125 | 148 | 19% | 34.5% |
| ALCOA | 107 | 110 | 118 | 114 | 113 | 102 | 99 | 105 | 129 | 132 | -7% | 33.3% |
| ROGERSVILLE | 39 | 39 | 41 | 42 | 44 | 45 | 42 | 51 | 50 | 55 | 15% | 31.0% |
| DAYTON | 35 | 40 | 39 | 41 | 41 | 41 | 40 | 41 | 44 | 52 | 2% | 30.0% |
| JEFFERSON | 335 | 348 | 346 | 351 | 376 | 386 | 416 | 436 | 450 | 512 | 11% | 23.1% |
| RUTHERFORD | 1,134 | 1,167 | 1,228 | 1,255 | 1,328 | 1,466 | 1,620 | 1,714 | 1,829 | 1,965 | 26% | 21.3% |
| UNION | 147 | 161 | 162 | 168 | 177 | 175 | 200 | 223 | 239 | 242 | 9% | 21.0% |
| SWEETWATER | 64 | 69 | 74 | 76 | 80 | 83 | 86 | 83 | 96 | 104 | 20% | 20.9% |
| FRANKLIN | 258 | 269 | 275 | 275 | 273 | 296 | 302 | 325 | 352 | 363 | 10% | 20.2% |
| ETOWAH | 25 | 26 | 28 | 29 | 27 | 27 | 25 | 31 | 30 | 30 | 4% | 20.0% |
| | | | | | | | | | | | | |
| State | 53,640 | 54,859 | 56,374 | 56,700 | 58,082 | 58,475 | 60,323 | 62,263 | 63,903 | 65,037 | 7% | 8% |
| | | | | | | | | | | | | |
| HARRIMAN | 126 | 123 | 126 | 126 | 126 | 118 | 121 | 117 | 112 | 116 | -4% | -4.1% |
| CLAY | 115 | 115 | 120 | 119 | 116 | 106 | 101 | 98 | 108 | 96 | -8% | -5.0% |
| MILAN | 133 | 146 | 150 | 153 | 154 | 149 | 160 | 167 | 165 | 149 | 2% | -6.9% |
| LAUDERDALE | 296 | 311 | 323 | 324 | 327 | 318 | 360 | 353 | 357 | 335 | 2% | -6.9% |
| HANCOCK | 106 | 111 | 113 | 116 | 119 | 113 | 109 | 105 | 102 | 101 | 2% | -7.3% |
| ROANE | 369 | 390 | 409 | 417 | 414 | 428 | 439 | 437 | 433 | 406 | 10% | -7.5% |
| UNICOI | 169 | 176 | 183 | 179 | 181 | 179 | 197 | 181 | 173 | 181 | 2% | -8.1% |
| GRUNDY | 188 | 191 | 196 | 194 | 200 | 195 | 203 | 196 | 205 | 186 | 2% | -8.4% |
| PERRY | 83 | 80 | 83 | 88 | 95 | 97 | 100 | 98 | 101 | 90 | 21% | -10.0% |
| UNION | 138 | 132 | 123 | 121 | 120 | 114 | 119 | 120 | 112 | 104 | -14% | -12.6% |

➤ **DEFINITION:** The following table compares enrollment change (E) with the change in the educator workforce (W). The following districts showed the greatest disparity between enrollment growth and workforce growth. The districts with a ratio of greater than 1 indicate that enrollment growth is outpacing workforce growth, and thus, the student to educator ratio will be increasing. Conversely, if the ratio is less than 1, then the workforce growth will be outpacing the enrollment growth, and the student to educator ratio should be falling or improving.

For example, the ratio E/W, for Clay, for example was $1.01 / 0.916 = 1.115$, or 1 percent enrollment growth (1.01) divided by a 9.4 percent decline in educators (.906). A larger the ratio indicates a greater discrepancy between enrollment growth and workforce growth. This indicator suggests possible problems of supply keeping pace with demand. *See Appendix 10 for the full listing of these ratios.*

Table 624: Districts ranked by Enrollment Growth related to Workforce Growth, 1997 to 2001

| District | Enrollment 2001 | Workforce 2001 | Enrollments 1997-2001 | Workforce Growth 1997-2001 | Ratio E/W |
|--------------------|--------------------|-------------------|--------------------------|----------------------------------|--------------|
| CLAY | 1,270 | 96 | 1.0% | -9.4% | 1.115 |
| ROANE | 6,791 | 406 | 3.4% | -5.1% | 1.090 |
| SUMNER | 26,977 | 1,574 | 16.6% | 8.7% | 1.073 |
| CAMPBELL | 7,091 | 464 | 5.1% | -0.6% | 1.058 |
| SOUTH CARROLL | 435 | 31 | 8.2% | 3.3% | 1.047 |
| UNION CITY | 1,501 | 104 | -5.1% | -8.8% | 1.041 |
| ATHENS | 2,081 | 119 | -0.5% | -4.0% | 1.037 |
| FRANKLIN | 10,299 | 414 | -2.0% | -5.3% | 1.034 |
| PERRY | 1,262 | 90 | -4.4% | -7.2% | 1.030 |
| MORGAN | 3,551 | 238 | 1.4% | -1.2% | 1.027 |
| | | | | | |
| State Total | 984,015 | 65,037 | 2.2% | 11.2% | 0.919 |
| | | | | | |
| LENOIR CITY | 2,103 | 158 | 4.2% | 29.5% | 0.804 |
| ROGERSVILLE | 643 | 55 | -1.8% | 22.2% | 0.803 |
| COFFEE | 4,429 | 333 | -2.5% | 22.0% | 0.799 |
| PARIS | 1,577 | 115 | -9.6% | 15.0% | 0.786 |
| LEXINGTON | 917 | 69 | -8.3% | 16.9% | 0.784 |
| ALCOA | 1,497 | 132 | 0.2% | 29.4% | 0.774 |
| WILSON | 11,514 | 772 | -10.4% | 17.1% | 0.765 |
| BELLS | 347 | 29 | -14.7% | 11.5% | 0.764 |
| MARION | 4,073 | 319 | -16.0% | 11.9% | 0.750 |
| UNION | 3,168 | 242 | 2.1% | 38.3% | 0.738 |

The analysis of supply and demand conditions by district shows considerable diversity among districts in facing changing enrollments and their capability to obtain adequate supply to meet the demand of those changing enrollments.

Analysis of Supply and Demand Conditions

➤ **Note:** Tennessee will face some challenges in keeping the supply in balance with the demand for educators in order to meet its EIA standards for student to teacher ratios. As discussed, there are numerous factors influencing supply and demand: the change in enrollments, the aging of the workforce, the size of the reserve pool, and the number of licensure candidates produced by Tennessee IHEs. These conditions are measured by the degree to which standards for student to teacher ratio are met. We will examine each of these in turn.

Grade Levels of Concern

| Indicators | Kindergarten | Area of Concern? |
|----------------------------------|---|--|
| Total Enrollments | Decreasing through the projection period, while live birth five years previous have increased. Participation rates in public kindergartens may be changing. Enrollments will decline by 4 percent from 2003 to 2007. | Maybe: enrollments decline, but live births have been on the increase. |
| District Enrollments | 65 percent of districts have experienced a decline in kindergarten enrollments from 1998 to 2002. The projection period indicates that 42 percent of districts from 2003 to 2007 will experience and increase in enrollments | Maybe: more than half the districts experience a decline in enrollments in the projection period. 42 percent of the districts do, however, experience an increase. |
| Student to Educator Ratio | Over 93 percent of districts meet or do better than the standard of a 20-to-1 student to educator ratio for kindergarten. This percentage has increased greatly since 1996 (when it was 56 percent). However, kindergarten has the lowest percent among positions for attaining the standard. | No: only 7 percent of districts have not meet standards, and each year the percent meeting standards has increased. |
| Attrition | The average experience is 14 years. The attrition rate is relatively low at 6 percent. | No: among the lowest average experience levels and attrition rates |
| Endorsements | There are 1,241 endorsements for Elem-Pre K-3 Early Child., and 713 endorsements for Elem-Kindergarten-Grade 3, and 3,204 endorsements for Elem K-8 early grade spec. | No: there appears to be an adequate pool to drawn from if needed. However recall that enrollments are predicted to decline. |
| Waivers and Permits | Only 16 waivers and permits in 2001-2002, or only 0.4 percent of the kindergarten educators | No: |
| IHE Majors | Between 1992 and 2001 more than 68 percent of over 8,000 first time licensure recipients in Early Childhood and Elementary major areas from public IHEs entered Tennessee public primary and secondary education. In that same period more than 46 percent of 4,000 private IHE first time licensure recipients entered. | No: the yields are high, but the number of graduates is high enough to replenish the reserve pool. |
| Live Births | Live births increase from 1998 to 2000, then drop in 2001 by 2 percent from the previous year. This suggest increases, however historically live births have been a poor predictor of kindergarten enrollments as potentially, preference for private school, home school, and participation in kindergarten may be impacting kindergarten enrollments. | Maybe: the relationship between live births and kindergarten enrollments appears subject to a number of factors that may change in a changing economy: i.e., preferences for public education |
| Bottom Line | | No: Generally not an area of concern, except for a small number of districts experiencing increased enrollments |

| Indicators | Elementary (1-4) | Area of Concern? |
|----------------------------------|--|--|
| Total Enrollments | Enrollments increase by 3 percent or by 9,762 students from 2003 to 2007. | Yes: this is steady increase over 5 years. |
| District Enrollments | 67 percent of districts have experienced a decline in elementary enrollments from 1998 to 2002. The projection period indicates that 62 percent of districts from 2003 to 2007 will experience and increase in enrollments, 38 percent a decline. | Yes: almost 2/3's of the districts experience an increase in enrollments. |
| Student to Educator Ratio | Over 97 percent of districts meet or do better than the standard of a 20-to-1 student to educator ratio for elementary. This percentage has increased greatly since 1996 (when it was 69 percent). | No: the great majority of districts appear to have no problem meeting the standard. |
| Attrition | The average experience is 13 years. Attrition rate is around 7 percent, and has increased over the past four years. | No: among the lowest average experience rates. |
| Endorsements | 7,652 endorsements that represent 38 percent of the elementary workforce. | No: a sizable reserve pool that is more than 1/3 of the existing workforce |
| Waivers and Permits | 685 waivers and permits in 2001-2002, or 3.4 percent of the elementary educators. | No |
| IHE Majors | Between 1992 and 2001 more than 68 percent of over 8,000 first time licensure recipients in Early Childhood and Elementary major areas from public IHEs entered Tennessee public primary and secondary education. In that same period more than 46 percent of 4,000 private IHE first time licensure recipients entered. | No |
| Bottom Line | | No: while enrollments are projected to increase, there are adequate graduates and a reserve pool to respond to changing demand. |

| Indicators | Middle School | Area of Concern? |
|----------------------------------|---|---|
| Total Enrollments | Enrollments grew dramatically from 1997 to 2002, but will decline in the same dramatic fashion from 2003 to 2007. Enrollments decline by 6 percent or by 9,022 students. | No: the historical decline in kindergarten and elementary grades makes its way into middle school dropping demand. |
| District Enrollments | 74 percent of districts have experienced an increase in middle school enrollments from 1998 to 2002. The projection period indicates that only 34 percent of districts from 2003 to 2007 will experience and increase in enrollments, 66 percent of districts will experience a decline. | No |
| Student to Educator Ratio | Over 96 percent of districts meet or do better than the standard of a 25-to-1 student to educator ratio for middle school. This percentage has increased since 1996 (when it was 87 percent). | No: only 4 percent of districts have difficulty in meeting the standard. |
| Attrition | The average experience is 13 years. Attrition rate is around 7 percent, and has increased over the past four years. | No: among the lowest average experience rates. |
| Endorsements | N/A | |
| Waivers and Permits | Only 25 waivers and permits in 2001-2002, or only 0.4 percent of the middle school educators | No |
| IHE Majors | The primary source of middle school teachers comes from multi/interdisciplinary studies—which account for 46 percent of the public graduates entering middle school teaching positions in Tennessee; 25 percent come from elementary education. The greatest source from private schools is elementary education at 32.4 percent. | No: a large number of graduates are produced in the areas that yield middle school educators. |
| Bottom Line | | No: enrollments are projected to drop among a great majority of districts. |

| Indicators | Junior High School (7-8) | Area of Concern? |
|----------------------------------|--|--|
| Total Enrollments | From 1997 to 2002 enrollments increased by 3 percent, but in the projected period from 2003-2007 a decline of 4 percent or 5,606 students. | No: enrollments are declining |
| District Enrollments | 55 percent of districts have experienced an increase in junior high school enrollments from 1998 to 2002. The projection period indicates that only 41 percent of districts from 2003 to 2007 will experience and increase in enrollments, while 59 percent will experience a decline in junior high school enrollments. | Maybe: depends on the district but almost 60 percent will experience a decline. |
| Student to Educator Ratio | Over 100 percent of districts meet or do better than the standard of a 30-to-1 student to educator ratio for kindergarten. This percentage was 99percent in 1996. | No |
| Attrition | The average experience is 13 years. Attrition rate is about 8 percent. | No |
| Endorsements | Varies by subject—as with high school—math, foreign language, English has less endorsements among those unemployed than educators—math being the lowest at 50 percent (824 endorsements among unemployed relative to 1640 math teachers) | Maybe: depends on subject. Math, foreign languages, English are among the lowest. |
| Waivers and Permits | Foreign languages, science, mathematics and social studies have waivers and permits that exceed 10 percent of teachers in that area for high school. Note these may need to be shared with demand in junior high school. | Maybe: depends on the subject—math, science, foreign language, and social studies are of concern. |
| IHE Majors | Among the public IHE majors that provide individuals for teaching positions in junior high school, 40 percent who were hired came from multi/interdisciplinary studies, 18 percent come from elementary education, and 9.2 percent come from secondary education. These areas produce a large number of graduates. For private IHEs—18.1 percent are from multi/interdisciplinary studies, 16.6 percent from elementary education, and 13.6 percent from liberal arts. | No: yields are from areas that historically produce a large number of graduates. |
| | | |
| Bottom Line | | Yes: for math, science, and foreign languages. |

| Indicators | High School (9-12) | Area of Concern? |
|----------------------------------|--|--|
| Total Enrollments | Enrollments increase by 6 percent in the projection period as the large increase in middle school students in recent history make their way into high school during the projection period. | Yes |
| District Enrollments | 41 percent of districts have experienced an increase in high school enrollments from 1998 to 2002. The projection period indicates that more than 65 percent of districts from 2003 to 2007 will experience and increase in enrollments and 33 percent will experience declines. | Yes |
| Student to Educator Ratio | All subject areas have 98 percent of districts reaching or doing better than the standard of a 30-to-1 student to educator ratio. Vocational education has a standard of 20-1 and 95 percent of districts have attained that level. | No |
| Attrition | The average experience varies by subject and ranges from 15 years in language arts, to 13 years for foreign language, mathematics, and science. Attrition rates from math, science, foreign languages, as well as vocational are all around 9 percent---among the highest. | Maybe: depends on the subject |
| Endorsements | Varies by subject math, foreign language, English has less endorsements among those unemployed than educators—math being the lowest at 50 percent (824 endorsements among unemployed relative to 1640 math teachers). Likely would share this pool, to some degree, with junior high school. | Maybe: depends on the subject—math, foreign language, English are among the lowest. |
| Waivers and Permits | Varies by subject area—foreign languages, science, mathematics and social studies have waivers and permits that exceed 10 percent of teachers in that area for high school. Note these may need to be shared with demand in junior high school. | Maybe: depends on the subject—math, science, foreign language, and social studies are of concern. |
| IHE Majors | Between 1992 and 2001 more than 49 percent of over 5,600 first time licensure recipients in middle school, junior high school and high school major areas from public IHEs entered Tennessee public primary and secondary education. In that same period more than 37 percent of 3,900 private IHE first time licensure recipients entered. Majors varied, with math, science and foreign languages showing higher yields for both public and private. These subject areas are potentially shared with middle school and junior high school. | Maybe: depends on subject |
| Bottom Line | | Yes: for math, science, and foreign languages. |

| Indicators | Special Education | Area of Concern? |
|----------------------------------|---|---|
| Total Enrollments | Enrollments increase only slightly during the projection period, after falling during the 5 year historical period. | No |
| District Enrollments | 50 percent of districts have experienced an increase in special education enrollments from 1998 to 2002. The projection period indicates that only 29 percent of districts from 2003 to 2007 will experience and increase in enrollments, and 46 percent will decline. | No |
| Student to Educator Ratio | No standard. The historical ratio has fluctuated between 3.3 students per teacher and 2.8 students per teacher since 1997 | |
| Attrition | The average experience for special education is among the lowest at 12 years. Attrition rate is around 8 percent. | Maybe: depends on specialty |
| Endorsements | There are 2481 endorsements over various categories, relative to 5993 teachers (41 percent coverage). Areas of concern --- with a small number of endorsements -- - are blind (5), multiple disability (3), visually impaired (9), and deaf (26). | Maybe: certain areas are very low in endorsements as noted. |
| Waivers and Permits | Only 45 waivers and permits in 2001-2002, or only 0.8 percent of the special education educators | No: but does depend on the specialty |
| IHE Majors | Between 1992 and 2001 more than 59 percent of over 1,200 first time licensure recipients in Special Education major areas from public IHEs entered Tennessee public primary and secondary education. In that same period more than 40 percent of 500 private IHE first time licensure recipients entered. | Maybe: depends on the specialty |
| | | |
| Bottom Line | | Yes: particularly for blind, multiple disability, visually impaired, and deaf. |

| Indicators | Administrator | Area of Concern |
|----------------------------------|---|--|
| Total Enrollments | Total enrollments increase through the projection period, but by less than 0.75 percent a year. A slight decline is predicted in 2007. | No |
| District Enrollments | 45 percent of districts experience an historical increase in total enrollments. Total enrollments impact the demand for administrators. 52 percent of districts are predicted in increase enrollments during the projection period, while 46 percent of districts will show a decline in total enrollments. | No |
| Student to Educator Ratio | No standard. Historically the number of administrators has fallen from 365 students per administrator in 1997 to 348 students per administrator in 2001. | |
| Attrition | Average experience among administrators is the highest among educators ranging from 30 years for assistant superintendents to 20 years for assistant elementary and secondary principals. Attrition rates overall are around 7percent, though it is at 16 percent for superintendents and 11 percent for assistant superintendents. | No: there is a large pool of replacements among currently hired educators |
| Endorsements | 221 endorsements relative to 2,827 positions. However, much hiring is from among already hired teachers, not unemployed certificate holders. | No |
| Waivers and Permits | Only 12 waivers and permits in 2001-2002, or only 0.4 percent of administrators | No |
| IHE Majors | Not relecant; small numbers for first time licensure | |
| Bottom Line | | No |

| Indicators | Staff | Area of Concern |
|----------------------------------|---|---|
| Total Enrollments | Total enrollments increase through the projection period, but by less than 0.75 percent a year. A slight decline is predicted in 2007. | No |
| District Enrollments | 45 percent of districts experience an historical increase in total enrollments. Total enrollments impact the demand for staff. 52 percent of districts are predicted in increase enrollments during the projection period, while 46 percent of districts will show a decline in total enrollments. | No |
| Student to Educator Ratio | No standard. Historically the ratio of students to staff has fall substantially. In 1997 t here were 171 students per staff. In 2001 there were 156 students per staff. | |
| Attrition | The average experience ranges from 20 years for librarians to guidance counselors to 18 and “other” professional staff at 17 years (see appendix 6). Attrition rate overall is at 7 percent | No |
| Endorsements | Librarians (139 endorsements) and counselors (186) show among the smallest pools of unemployed endorsement holders at 10% and 11% respectively. | Maybe: librarians and counselors have a very small reserve pool. |
| Waivers and Permits | This varies by category, but of note are librarians with 95 waivers and permits, or 6.5 percent of the librarian workforce. | Maybe: for librarians |
| IHE Majors | Small numbers for first time licensure for most. Librarians show that 28.3 percent of the hires from public IHEs are from multi/interdisciplinary studies, and 26.1 percent from elementary education. Among private IHEs, 22.7 percent come from elementary education and 18.2 percent from liberal arts. All have large numbers of graduates. | No |
| | | |
| Bottom Line | | No: except for librarians, and possibly counselors |

Subject Areas of Concern

➤ Note: After examining changes in enrollments and the size of the reserve pool by subject, the following concerns emerge:

Special Education: areas of blind, multiple disability, visually impaired, and deaf have low numbers in the reserve pool.

Elementary: There are potential shortages in selected geographic areas. There have been a large number of persons trained to teach elementary grades---larger than any other grade group. Educators trained as elementary teachers have the highest yields out of the IHEs (68% among public IHEs and 46% among private IHEs). There is a large number of educators in the reserve pool of trained to teach elementary grades. Yet, there are a large number of waivers and permits for elementary (685 in 2001-2002). However, this number is a relatively small percent of the total positions in elementary (only 3.4 percent). This argues for a very regionalized or segmented reserve pool. That is---urban districts have a very different experience in filling positions than non-urban districts with regard to elementary teachers. Given that 62 percent of districts are projected to increase in elementary enrollments, there will still be a large number of waivers and permits in this area, indicating undersupply.

Foreign Languages: Waivers and permits as a percent of a position total workforce are highest for foreign language teachers (15.4 percent) , and the reserve pool estimates show low numbers for all languages except Spanish and French: Latin has 28, Russian has 6, German has 60.

Librarians: this group shows a small reserve pool (only 10 percent of the current workforce) and waivers and permits of more than 6.5 percent of the librarian workforce.

Guidance Counselors: Low reserve pool at 11 percent of the current workforce.

ESL: Low numbers in the reserve pool (57 endorsements). However, there also 57 waivers and permits 2001-2002

Math and Science: Large number of waivers and permits (206 for science, 204 math).

Social Studies: Large number of waivers and permits relative to the number of positions (the fourth largest percent at 11.6 percent). However there is a sizable reserve pool of 3,154 endorsements---which represents 21.5 percent of the public education workforce. Again this argues for a very regionalized or segmented reserve pool

➤ Note: Again, these conditions will be exacerbated when such subjects are in junior high schools (given the large projected increase in enrollments) and junior high school (given a somewhat larger increases in growth in enrollments from historical levels).

➤ Note: However, all of these concerns should be kept in perspective. Of the more than 65,000 educators in the system in 2001-2002, there were 862 waivers and 2056 permits or about 4.5 percent of the total workforce in 2001. That is, more than 95 percent of the positions are filled with appropriately endorsed educators. However, this is an increase from the previous report where 1998-1999 showed more than 97 of courses were filled with appropriately endorsed educators.

➤ Note: Further, EIA standards are being met in the great majority of cases among all grade levels. With regard to EIA standards, there is a statewide surplus of teachers in all areas with standards except for kindergarten. Please note, that certain districts, however, still have not met the standards and thus are facing problems with obtaining adequate supply.

BOTTOM LINE IN TERMS OF SUPPLY AND DEMAND

- The supply of teachers is quite regional within the state linked closely to the geographical location of the institute of higher education.
- While live births have been increasing, kindergarten enrollments have been declining suggesting changes in the preference for public kindergarten.
- Growth in enrollments will occur in elementary grades, high school, and special education. All subject areas in the high school grades are vulnerable to supply shortages.
- Subject areas of special education, foreign languages are of concern. Math and science show large numbers of waivers.
- Staff areas of librarians and counselors are of concern.
- The areas of elementary and social studies are also of concern in urban areas, particularly the former given the projected growth in enrollments.

Appendices

Appendix 1: State of Tennessee: Position Code to Tennessee Position Crosswalk

| Code | Position Description | Tennessee Position Code | Tennessee Position Name |
|---------------------------|-------------------------------|-------------------------------|----------------------------------|
| ADMINISTRATORS | | | |
| 110 | Superintendents | 10 | Superintendent |
| 115 | Assistant Superintendents | 11 | Asst. Superintendent |
| 121 | Elementary Principals | 03 | Principal (Elem.) |
| 123 | Secondary Principals | 04 | Principal (Sec) |
| 124 | Elem. & Sec. Principals | 05 | Principal (Elem. & Sec) |
| 126 | Asst. Elem. Principals | 06 | Asst. Principal (Elem.) |
| 128 | Asst. Sec. Principals | 07 | Asst. Principal (Sec) |
| 129 | Asst. Elem. & Sec. Principals | 08 | Asst. Principal (Elem. & Sec) |
| 190 | Other Administrative | 74 | Spec Ed Principal |
| | | 19 | Principal & Superintendent |
| | | 63 | Vocational Principal |
| PROFESSIONAL STAFF | | | |
| 210 | Guidance Counselors | 40 | Guidance Counselor (Elem.) |
| | | 41 | Guidance Counselor (Sec) |
| | | 42 | Guidance Counselor (Elem. & Sec) |
| 220 | Librarians | 28 | Librarian (Elem. & Sec) |
| | | 31 | Librarian (Elem.) |
| | | 32 | Librarian (Sec) |
| 280 | Supervisors | 16 | Supv of Instruction (Sec) |
| | | 17 | Supv of Instruction (Elem.) |
| | | 20 | Supv of Inst. (Elem. & Sec) |
| | | 21 | Materials Supervisor |
| | | 23 | School Food Service Supervisor |
| | | 24 | Special Education Supervisor |
| | | 75 | Spec Ed Supervisor |
| | | 25 | Vocational Supervisor |
| | | 62 | Vocational Supervisor |
| | | 92 | Chapter 1 Supervisor |
| 290 | Other Professional Staff | 72 | Spec Ed Related Ser, Prof. Pers |
| | | 73 | Spec Ed School Psychologist |
| | | 29 | Other System Wide (NCL) |
| | | 30 | Other System Wide (CL) |
| | | 18 | Attendance Teacher |
| | | 22 | School Psychologist |
| | | 26 | School Social Worker |
| | | 76 | Speech/Hearing Specialist |
| | | 77 | Audiologist |
| | | 33 | Assessment Personnel |
| | | 34 | Assessment Personnel |

(Continued)

State of Tennessee
Position Code to Tennessee Position Crosswalk
(Continued)

| Code | Position Description | Tennessee Position Code | Tennessee Position Name |
|-----------------|------------------------------|-------------------------------|------------------------------|
| TEACHERS | | | |
| 310 | Special Education | 46 | Learning Disabilities |
| | | 47 | SMR |
| | | 50 | Home Instruction |
| | | 51 | Hospital Instruction |
| | | 52 | Multiple Disabilities |
| | | 53 | Speech & Hearing |
| | | 54 | Severe Speech & Hearing |
| | | 55 | Severe Hard of Hearing |
| | | 56 | Visually Handicapped |
| | | 57 | EMR |
| | | 58 | Experimental Spec Ed |
| | | 59 | Emotionally Disturbed |
| | | 68 | Spec Ed Teacher (Elem.) |
| | | 69 | Spec Ed Teacher (Sec) |
| | | 70 | Spec Ed Teacher (OPTS 7,8,9) |
| | | 71 | Home/Hospital Instruction |
| 400 | Early Childhood Education | 79 | Pre-K Teacher |
| 500 | Kindergarten Teachers | 80 | Kindergarten Teacher |
| | | 00 | Kindergarten |
| 600 | Elementary Teachers | 01 | Elementary Teacher |
| | | 27 | Music Teacher (Elem.) |
| | | 36 | Art Teacher (Elem.) |
| | | 37 | Phys Ed Teacher (Elem.) |
| | | 81 | Grade 1 Teacher |
| | | 82 | Grade 2 Teacher |
| | | 83 | Grade 3 Teacher |
| | | 84 | Grade 4 Teacher |
| | | 90 | Chapter 1 Teacher (Elem.) |
| | | 64 | Vocational Teacher (Elem.) |
| 700 | Middle School Teachers | 85 | Grade 5 Teacher |
| | | 86 | Grade 6 Teacher |
| 800 | Jr. High School Teachers | 87 | Grade 7 Teacher |
| | | 88 | Grade 8 Teacher |
| 900 | Total High School Teachers | 02 | High School Teacher |
| | | 89 | Grade 9-12 Teacher |
| | | 91 | Chapter 1 Teacher (Sec) |
| 980 | High School - Vocational Ed. | 60 | Vocational Teacher |
| | | 61 | Vocational Teacher (TSC) |
| 999 | High School - Other Teacher | 99 | Unknown |

State of Tennessee
Position Code to Tennessee Position Crosswalk
(Continued)

The High School grouping (900 series above) are then split into the categories shown below using the assignment data from the preliminary report.

| Code | Position Description |
|------|---------------------------------|
| 905 | High School - Business |
| 915 | High School - Language Arts |
| 930 | High School - Social Studies |
| 940 | High School - Foreign Languages |
| 960 | High School - Mathematics |
| 970 | High School - Science |

Appendix 2: Districts by Percent Black

| DIST | NAME | Black | All | Percent Black |
|-------------|----------------------|--------------|--------------|----------------------|
| | State Total | 7457 | 65037 | 11% |
| 010 | ANDERSON | 4 | 566 | 1% |
| 011 | CLINTON | 0 | 85 | 0% |
| 012 | OAK RIDGE | 25 | 377 | 7% |
| 020 | BEDFORD | 18 | 428 | 4% |
| 030 | BENTON | 0 | 211 | 0% |
| 040 | BLEDSON | 1 | 140 | 1% |
| 050 | BLOUNT | 12 | 693 | 2% |
| 051 | ALCOA | 13 | 132 | 10% |
| 052 | MARYVILLE | 7 | 349 | 2% |
| 060 | BRADLEY | 6 | 624 | 1% |
| 061 | CLEVELAND | 19 | 346 | 5% |
| 070 | CAMPBELL | 1 | 464 | 0% |
| 080 | CANNON | 2 | 159 | 1% |
| 092 | HOLLOW ROCK-BRUCETON | 3 | 56 | 5% |
| 093 | HUNTINGDON | 5 | 102 | 5% |
| 094 | MCKENZIE | 1 | 97 | 1% |
| 095 | SOUTH CARROLL | 0 | 31 | 0% |
| 097 | W CARROLL | 6 | 88 | 7% |
| 100 | CARTER | 3 | 514 | 1% |
| 101 | ELIZABETHTON | 0 | 174 | 0% |
| 110 | CHEATHAM | 5 | 460 | 1% |
| 120 | CHESTER | 8 | 173 | 5% |
| 130 | CLAIBORNE | 3 | 412 | 1% |
| 140 | CLAY | 1 | 96 | 1% |
| 150 | COCKE | 3 | 353 | 1% |
| 151 | NEWPORT | 0 | 53 | 0% |
| 160 | COFFEE | 4 | 333 | 1% |
| 161 | MANCHESTER | 2 | 88 | 2% |
| 162 | TULLAHOMA | 5 | 270 | 2% |
| 170 | CROCKETT | 6 | 117 | 5% |
| 171 | ALAMO | 3 | 43 | 7% |
| 172 | BELLS | 2 | 29 | 7% |
| 180 | CUMBERLAND | 1 | 427 | 0% |
| 190 | NASHVILLE-DAVIDSON | 1229 | 5243 | 23% |
| 200 | DECATUR | 2 | 153 | 1% |
| 210 | DEKALB | 0 | 205 | 0% |
| 220 | DICKSON | 14 | 608 | 2% |
| 230 | DYER | 9 | 236 | 4% |
| 231 | DYERSBURG | 20 | 225 | 9% |
| 240 | FAYETTE | 122 | 267 | 46% |
| 250 | FENTRESS | 1 | 186 | 1% |
| 260 | FRANKLIN | 16 | 414 | 4% |
| 271 | HUMBOLDT | 26 | 153 | 17% |
| 272 | MILAN | 11 | 149 | 7% |
| 273 | TRENTON | 12 | 109 | 11% |
| 274 | BRADFORD | 1 | 51 | 2% |

| DIST | NAME | Black | All | Percent Black |
|-------------|--------------|--------------|------------|----------------------|
| 275 | GIBSON | 3 | 175 | 2% |
| 280 | GILES | 16 | 360 | 4% |
| 290 | GRAINGER | 0 | 222 | 0% |
| 300 | GREENE | 1 | 474 | 0% |
| 301 | GREENEVILLE | 4 | 229 | 2% |
| 310 | GRUNDY | 0 | 186 | 0% |
| 320 | HAMBLEN | 17 | 715 | 2% |
| 330 | HAMILTON | 400 | 2904 | 14% |
| 340 | HANCOCK | 1 | 101 | 1% |
| 350 | HARDEMAN | 71 | 356 | 20% |
| 360 | HARDIN | 5 | 313 | 2% |
| 370 | HAWKINS | 2 | 537 | 0% |
| 371 | ROGERSVILLE | 0 | 55 | 0% |
| 380 | HAYWOOD | 56 | 294 | 19% |
| 390 | HENDERSON | 8 | 265 | 3% |
| 391 | LEXINGTON | 3 | 69 | 4% |
| 400 | HENRY | 8 | 254 | 3% |
| 401 | PARIS | 4 | 115 | 3% |
| 410 | HICKMAN | 5 | 240 | 2% |
| 420 | HOUSTON | 2 | 99 | 2% |
| 430 | HUMPHREYS | 3 | 225 | 1% |
| 440 | JACKSON | 0 | 126 | 0% |
| 450 | JEFFERSON | 7 | 512 | 1% |
| 460 | JOHNSON | 0 | 189 | 0% |
| 470 | KNOX | 236 | 4100 | 6% |
| 480 | LAKE | 4 | 81 | 5% |
| 490 | LAUDERDALE | 34 | 335 | 10% |
| 500 | LAWRENCE | 1 | 515 | 0% |
| 510 | LEWIS | 3 | 139 | 2% |
| 520 | LINCOLN | 8 | 323 | 2% |
| 521 | FAYETTEVILLE | 7 | 79 | 9% |
| 530 | LOUDON | 2 | 319 | 1% |
| 531 | LENOIR | 2 | 158 | 1% |
| 540 | MCMINN | 7 | 376 | 2% |
| 541 | ATHENS | 1 | 119 | 1% |
| 542 | ETOWAH | 0 | 30 | 0% |
| 550 | MCNAIRY | 10 | 331 | 3% |
| 560 | MACON | 1 | 248 | 0% |
| 570 | MADISON | 227 | 1041 | 22% |
| 580 | MARION | 9 | 319 | 3% |
| 590 | MARSHALL | 19 | 358 | 5% |
| 600 | MAURY | 63 | 877 | 7% |
| 610 | MEIGS | 0 | 123 | 0% |
| 620 | MONROE | 3 | 355 | 1% |
| 621 | SWEETWATER | 3 | 104 | 3% |
| 630 | MONTGOMERY | 108 | 1682 | 6% |
| 640 | MOORE | 3 | 76 | 4% |
| 650 | MORGAN | 1 | 238 | 0% |

| DIST | NAME | Black | All | Percent Black |
|-------------|--------------|--------------|------------|----------------------|
| 660 | OBION | 5 | 288 | 2% |
| 661 | UNION | 7 | 104 | 7% |
| 670 | OVERTON | 1 | 245 | 0% |
| 680 | PERRY | 1 | 90 | 1% |
| 690 | PICKETT | 0 | 73 | 0% |
| 700 | POLK | 0 | 181 | 0% |
| 710 | PUTNAM | 3 | 659 | 0% |
| 720 | RHEA | 3 | 264 | 1% |
| 721 | DAYTON | 1 | 52 | 2% |
| 730 | ROANE | 0 | 406 | 0% |
| 731 | HARRIMAN | 3 | 116 | 3% |
| 740 | ROBERTSON | 40 | 719 | 6% |
| 750 | RUTHERFORD | 101 | 1965 | 5% |
| 751 | MURFREESBORO | 50 | 450 | 11% |
| 760 | SCOTT | 0 | 229 | 0% |
| 761 | ONEIDA | 0 | 101 | 0% |
| 770 | SEQUATCHIE | 0 | 145 | 0% |
| 780 | SEVIER | 1 | 889 | 0% |
| 790 | SHELBY | 426 | 2871 | 15% |
| 791 | MEMPHIS | 3503 | 7369 | 48% |
| 800 | SMITH | 0 | 213 | 0% |
| 810 | STEWART | 0 | 148 | 0% |
| 820 | SULLIVAN | 3 | 980 | 0% |
| 821 | BRISTOL | 8 | 306 | 3% |
| 822 | KINGSPORT | 13 | 453 | 3% |
| 830 | SUMNER | 40 | 1574 | 3% |
| 840 | TIPTON | 80 | 595 | 13% |
| 841 | COVINGTON | 20 | 67 | 30% |
| 850 | TROUSDALE | 2 | 96 | 2% |
| 860 | UNICOI | 1 | 181 | 1% |
| 870 | UNION | 2 | 242 | 1% |
| 880 | VAN BUREN | 0 | 76 | 0% |
| 890 | WARREN | 3 | 475 | 1% |
| 900 | WASHINGTON | 9 | 574 | 2% |
| 901 | JOHNSON | 17 | 488 | 3% |
| 910 | WAYNE | 1 | 230 | 0% |
| 920 | WEAKLEY | 13 | 377 | 3% |
| 930 | WHITE | 3 | 265 | 1% |
| 940 | WILLIAMSON | 39 | 1280 | 3% |
| 941 | FRANKLIN | 22 | 363 | 6% |
| 950 | WILSON | 20 | 772 | 3% |
| 951 | LEBANON | 16 | 236 | 7% |

Appendix 3: Districts by Percent Level of Educator Education

| DIST | NAME | Grand Total | Masters | Doctorate | Masters or Higher |
|-------------|----------------------|--------------------|----------------|------------------|--------------------------|
| | State Total | 65037 | 35663 | 828 | 56% |
| 010 | ANDERSON | 566 | 356 | 3 | 63% |
| 011 | CLINTON | 85 | 46 | 1 | 55% |
| 012 | OAK RIDGE | 377 | 269 | 14 | 75% |
| 020 | BEDFORD | 428 | 208 | 0 | 49% |
| 030 | BENTON | 211 | 123 | 1 | 59% |
| 040 | BLED SOE | 140 | 57 | 1 | 41% |
| 050 | BLOUNT | 693 | 475 | 7 | 70% |
| 051 | ALCOA | 132 | 96 | 7 | 78% |
| 052 | MARYVILLE | 349 | 262 | 7 | 77% |
| 060 | BRADLEY | 624 | 318 | 3 | 51% |
| 061 | CLEVELAND | 346 | 190 | 5 | 56% |
| 070 | CAMPBELL | 464 | 267 | 2 | 58% |
| 080 | CANNON | 159 | 55 | 1 | 35% |
| 092 | HOLLOW ROCK-BRUCETON | 56 | 24 | 0 | 43% |
| 093 | HUNTINGDON | 102 | 61 | 0 | 60% |
| 094 | MCKENZIE | 97 | 48 | 1 | 51% |
| 095 | SOUTH CARROLL | 31 | 14 | 0 | 45% |
| 097 | W CARROLL | 88 | 33 | 0 | 38% |
| 100 | CARTER | 514 | 194 | 3 | 38% |
| 101 | ELIZABETHTON | 174 | 91 | 3 | 54% |
| 110 | CHEATHAM | 460 | 188 | 3 | 42% |
| 120 | CHESTER | 173 | 97 | 3 | 58% |
| 130 | CLAIBORNE | 412 | 244 | 5 | 60% |
| 140 | CLAY | 96 | 47 | 0 | 49% |
| 150 | COCKE | 353 | 191 | 0 | 54% |
| 151 | NEWPORT | 53 | 45 | 2 | 89% |
| 160 | COFFEE | 333 | 173 | 6 | 54% |
| 161 | MANCHESTER | 88 | 53 | 1 | 61% |
| 162 | TULLAHOMA | 270 | 139 | 6 | 54% |
| 170 | CROCKETT | 117 | 48 | 0 | 41% |
| 171 | ALAMO | 43 | 14 | 0 | 33% |
| 172 | BELLS | 29 | 8 | 0 | 28% |
| 180 | CUMBERLAND | 427 | 220 | 4 | 52% |
| 190 | NASHVILLE-DAVIDSON | 5243 | 3078 | 194 | 62% |
| 200 | DECATUR | 153 | 74 | 2 | 50% |
| 210 | DEKALB | 205 | 89 | 0 | 43% |
| 220 | DICKSON | 608 | 285 | 7 | 48% |
| 230 | DYER | 236 | 110 | 2 | 47% |
| 231 | DYERSBURG | 225 | 142 | 1 | 64% |
| 240 | FAYETTE | 267 | 108 | 2 | 41% |
| 250 | FENTRESS | 186 | 105 | 1 | 57% |
| 260 | FRANKLIN | 414 | 239 | 6 | 59% |
| 271 | HUMBOLDT | 153 | 63 | 1 | 42% |
| 272 | MILAN | 149 | 70 | 0 | 47% |

| DIST | NAME | Grand Total | Masters | Doctorate | Masters or Higher |
|-------------|--------------|--------------------|----------------|------------------|--------------------------|
| 273 | TRENTON | 109 | 55 | 0 | 50% |
| 274 | BRADFORD | 51 | 33 | 0 | 65% |
| 275 | GIBSON | 175 | 75 | 2 | 44% |
| 280 | GILES | 360 | 227 | 1 | 63% |
| 290 | GRAINGER | 222 | 124 | 0 | 56% |
| 300 | GREENE | 474 | 232 | 3 | 50% |
| 301 | GREENEVILLE | 229 | 148 | 2 | 66% |
| 310 | GRUNDY | 186 | 93 | 0 | 50% |
| 320 | HAMBLEN | 715 | 396 | 6 | 56% |
| 330 | HAMILTON | 2904 | 1608 | 27 | 56% |
| 340 | HANCOCK | 101 | 59 | 1 | 59% |
| 350 | HARDEMAN | 356 | 167 | 4 | 48% |
| 360 | HARDIN | 313 | 168 | 0 | 54% |
| 370 | HAWKINS | 537 | 282 | 6 | 54% |
| 371 | ROGERSVILLE | 55 | 35 | 0 | 64% |
| 380 | HAYWOOD | 294 | 139 | 1 | 48% |
| 390 | HENDERSON | 265 | 127 | 1 | 48% |
| 391 | LEXINGTON | 69 | 40 | 0 | 58% |
| 400 | HENRY | 254 | 142 | 0 | 56% |
| 401 | PARIS | 115 | 61 | 2 | 55% |
| 410 | HICKMAN | 240 | 96 | 2 | 41% |
| 420 | HOUSTON | 99 | 42 | 0 | 42% |
| 430 | HUMPHREYS | 225 | 118 | 1 | 53% |
| 440 | JACKSON | 126 | 59 | 0 | 47% |
| 450 | JEFFERSON | 512 | 332 | 1 | 65% |
| 460 | JOHNSON | 189 | 102 | 3 | 56% |
| 470 | KNOX | 4100 | 2337 | 43 | 58% |
| 480 | LAKE | 81 | 23 | 0 | 28% |
| 490 | LAUDERDALE | 335 | 104 | 3 | 32% |
| 500 | LAWRENCE | 515 | 314 | 2 | 61% |
| 510 | LEWIS | 139 | 64 | 0 | 46% |
| 520 | LINCOLN | 323 | 172 | 1 | 54% |
| 521 | FAYETTEVILLE | 79 | 45 | 3 | 61% |
| 530 | LOUDON | 319 | 206 | 2 | 65% |
| 531 | LENOIR | 158 | 113 | 3 | 73% |
| 540 | MCMINN | 376 | 267 | 4 | 72% |
| 541 | ATHENS | 119 | 76 | 1 | 65% |
| 542 | ETOWAH | 30 | 19 | 1 | 67% |
| 550 | MCNAIRY | 331 | 142 | 1 | 43% |
| 560 | MACON | 248 | 137 | 1 | 56% |
| 570 | MADISON | 1041 | 650 | 12 | 64% |
| 580 | MARION | 319 | 175 | 4 | 56% |
| 590 | MARSHALL | 358 | 195 | 3 | 55% |
| 600 | MAURY | 877 | 473 | 9 | 55% |
| 610 | MEIGS | 123 | 61 | 1 | 50% |
| 620 | MONROE | 355 | 206 | 2 | 59% |
| 621 | SWEETWATER | 104 | 48 | 2 | 48% |
| 630 | MONTGOMERY | 1682 | 895 | 13 | 54% |

| DIST | NAME | Grand Total | Masters | Doctorate | Masters or Higher |
|-------------|--------------|------------------------|----------------|------------------|--------------------------|
| 640 | MOORE | 76 | 47 | 0 | 62% |
| 650 | MORGAN | 238 | 139 | 0 | 58% |
| 660 | OBION | 288 | 133 | 0 | 46% |
| 661 | UNION | 104 | 67 | 1 | 65% |
| 670 | OVERTON | 245 | 145 | 2 | 60% |
| 680 | PERRY | 90 | 44 | 0 | 49% |
| 690 | PICKETT | 73 | 52 | 0 | 71% |
| 700 | POLK | 181 | 106 | 1 | 59% |
| 710 | PUTNAM | 659 | 387 | 7 | 60% |
| 720 | RHEA | 264 | 122 | 0 | 46% |
| 721 | DAYTON | 52 | 18 | 0 | 35% |
| 730 | ROANE | 406 | 287 | 5 | 72% |
| 731 | HARRIMAN | 116 | 71 | 1 | 62% |
| 740 | ROBERTSON | 719 | 343 | 2 | 48% |
| 750 | RUTHERFORD | 1965 | 1042 | 27 | 54% |
| 751 | MURFREESBORO | 450 | 258 | 5 | 58% |
| 760 | SCOTT | 229 | 137 | 0 | 60% |
| 761 | ONEIDA | 101 | 63 | 1 | 63% |
| 770 | SEQUATCHIE | 145 | 62 | 0 | 43% |
| 780 | SEVIER | 889 | 633 | 19 | 73% |
| 790 | SHELBY | 2871 | 1640 | 36 | 58% |
| 791 | MEMPHIS | 7369 | 3921 | 118 | 55% |
| 800 | SMITH | 213 | 92 | 1 | 44% |
| 810 | STEWART | 148 | 72 | 1 | 49% |
| 820 | SULLIVAN | 980 | 615 | 15 | 64% |
| 821 | BRISTOL | 306 | 160 | 6 | 54% |
| 822 | KINGSPORT | 453 | 303 | 8 | 69% |
| 830 | SUMNER | 1574 | 761 | 12 | 49% |
| 840 | TIPTON | 595 | 270 | 6 | 46% |
| 841 | COVINGTON | 67 | 26 | 2 | 42% |
| 850 | TROUSDALE | 96 | 60 | 0 | 63% |
| 860 | UNICOI | 181 | 98 | 4 | 56% |
| 870 | UNION | 242 | 118 | 1 | 49% |
| 880 | VAN BUREN | 76 | 32 | 0 | 42% |
| 890 | WARREN | 475 | 243 | 4 | 52% |
| 900 | WASHINGTON | 574 | 329 | 14 | 60% |
| 901 | JOHNSON | 488 | 281 | 12 | 60% |
| 910 | WAYNE | 230 | 146 | 1 | 64% |
| 920 | WEAKLEY | 377 | 171 | 2 | 46% |
| 930 | WHITE | 265 | 146 | 2 | 56% |
| 940 | WILLIAMSON | 1280 | 671 | 24 | 54% |
| 941 | FRANKLIN | 363 | 203 | 2 | 56% |
| 950 | WILSON | 772 | 340 | 7 | 45% |
| 951 | LEBANON | 236 | 110 | 0 | 47% |

Appendix 4: Districts by Student to Educator Ratio

| DIST | NAME | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | Change 1997- 2001 |
|------|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------------------|
| | State Total | 16.6 | 16.3 | 16.0 | 16.0 | 15.8 | 15.8 | 15.4 | 15.1 | 14.7 | 14.3 | -10% |
| 010 | ANDERSON | 14.9 | 14.6 | 14.5 | 15.1 | 14.8 | 14.7 | 13.3 | 13.3 | 12.9 | 13.0 | -12% |
| 011 | CLINTON | 15.1 | 14.7 | 13.9 | 13.5 | 12.0 | 11.9 | 11.0 | 11.3 | 11.1 | 10.8 | -9% |
| 012 | OAK RIDGE | 13.2 | 13.4 | 13.1 | 13.0 | 12.0 | 13.3 | 12.9 | 13.2 | 13.2 | 12.5 | -6% |
| 020 | BEDFORD | 16.9 | 16.8 | 16.7 | 16.2 | 17.2 | 16.1 | 16.5 | 16.1 | 15.4 | 15.4 | -4% |
| 030 | BENTON | 15.6 | 15.6 | 15.5 | 15.8 | 15.3 | 15.7 | 15.2 | 14.8 | 14.4 | 13.0 | -17% |
| 040 | BLEDSON | 18.7 | 16.6 | 15.6 | 15.6 | 15.4 | 16.5 | 16.5 | 15.4 | 13.9 | 13.8 | -16% |
| 050 | BLOUNT | 18.9 | 19.4 | 19.3 | 19.6 | 18.3 | 17.9 | 17.0 | 16.6 | 16.2 | 16.5 | -8% |
| 051 | ALCOA | 14.2 | 13.6 | 13.0 | 13.8 | 14.0 | 14.6 | 13.4 | 13.1 | 12.1 | 11.3 | -23% |
| 052 | MARYVILLE | 15.5 | 15.7 | 15.7 | 15.3 | 14.9 | 14.9 | 13.4 | 13.7 | 13.3 | 12.9 | -14% |
| 060 | BRADLEY | 17.8 | 17.9 | 17.4 | 17.6 | 17.1 | 17.6 | 16.0 | 15.8 | 15.4 | 15.1 | -14% |
| 061 | CLEVELAND | 15.5 | 16.1 | 16.5 | 16.5 | 16.0 | 16.3 | 14.9 | 14.6 | 15.7 | 14.1 | -14% |
| 070 | CAMPBELL | 15.6 | 15.3 | 15.4 | 15.4 | 14.6 | 14.4 | 14.9 | 14.7 | 14.9 | 15.3 | 6% |
| 080 | CANNON | 15.9 | 15.6 | 14.7 | 16.2 | 15.4 | 15.1 | 16.4 | 13.9 | 13.3 | 13.7 | -9% |
| 092 | HOLLOW ROCK-BRUCETON | 16.4 | 15.5 | 16.0 | 15.8 | 16.8 | 16.4 | 16.0 | 16.1 | 16.6 | 15.0 | -9% |
| 093 | HUNTINGDON | 15.5 | 15.9 | 16.0 | 16.9 | 16.2 | 15.9 | 15.2 | 15.5 | 15.1 | 13.9 | -13% |
| 094 | MCKENZIE | 17.5 | 17.5 | 16.3 | 16.6 | 16.3 | 15.7 | 16.5 | 16.0 | 15.9 | 14.8 | -5% |
| 095 | SOUTH CARROLL | 16.9 | 16.2 | 16.7 | 14.8 | 13.5 | 13.4 | 16.5 | 16.8 | 15.4 | 14.0 | 5% |
| 097 | W CARROLL | 16.1 | 15.6 | 16.5 | 16.2 | 15.4 | 14.8 | 14.5 | 14.4 | 14.0 | 14.0 | -5% |
| 100 | CARTER | 16.3 | 14.5 | 14.6 | 14.7 | 13.9 | 13.9 | 14.3 | 13.0 | 12.7 | 12.8 | -7% |
| 101 | ELIZABETHTON | 16.1 | 15.5 | 15.1 | 15.9 | 15.4 | 15.1 | 13.4 | 13.1 | 12.6 | 13.0 | -14% |
| 110 | CHEATHAM | 19.1 | 18.6 | 18.4 | 17.8 | 16.5 | 17.3 | 16.8 | 16.9 | 16.9 | 16.0 | -8% |
| 120 | CHESTER | 18.3 | 18.0 | 18.1 | 17.0 | 17.3 | 16.3 | 16.2 | 15.5 | 14.9 | 15.5 | -5% |
| 130 | CLAIBORNE | 15.7 | 14.9 | 14.7 | 14.9 | 14.5 | 14.5 | 13.5 | 13.0 | 13.1 | 12.5 | -14% |
| 140 | CLAY | 12.0 | 11.7 | 11.0 | 11.3 | 11.1 | 11.9 | 13.1 | 12.8 | 11.8 | 13.2 | 11% |
| 150 | COCKE | 17.5 | 16.4 | 16.2 | 15.7 | 15.5 | 15.5 | 15.7 | 15.5 | 15.9 | 14.0 | -9% |
| 151 | NEWPORT | 17.8 | 17.0 | 16.6 | 15.9 | 15.8 | 15.7 | 15.1 | 14.3 | 13.9 | 13.4 | -15% |
| 160 | COFFEE | 16.3 | 16.1 | 15.7 | 15.8 | 15.7 | 16.6 | 15.9 | 14.6 | 14.6 | 13.3 | -20% |
| 161 | MANCHESTER | 16.8 | 15.5 | 14.8 | 15.0 | 14.4 | 14.8 | 12.4 | 12.8 | 12.6 | 13.3 | -10% |
| 162 | TULLAHOMA | 16.1 | 15.3 | 14.6 | 15.0 | 14.7 | 14.9 | 15.0 | 14.8 | 14.9 | 14.0 | -6% |
| 170 | CROCKETT | 15.7 | 15.4 | 15.4 | 15.5 | 16.0 | 15.9 | 17.2 | 17.1 | 16.3 | 15.6 | -2% |
| 171 | ALAMO | 18.0 | 15.8 | 14.2 | 14.9 | 16.3 | 15.8 | 15.9 | 13.6 | 13.4 | 14.6 | -8% |
| 172 | BELLS | 15.9 | 17.0 | 15.1 | 16.5 | 15.1 | 15.7 | 15.5 | 13.4 | 10.7 | 12.0 | -24% |
| 180 | CUMBERLAND | 17.4 | 19.1 | 17.6 | 17.6 | 19.1 | 18.5 | 17.8 | 18.1 | 17.6 | 17.0 | -8% |
| 190 | NASHVILLE-DAVIDSON | 16.1 | 15.8 | 15.8 | 16.0 | 16.6 | 15.9 | 16.4 | 15.7 | 15.6 | 15.0 | -5% |
| 200 | DECATUR | 16.0 | 14.7 | 14.3 | 14.5 | 13.7 | 12.9 | 13.1 | 13.0 | 12.9 | 12.0 | -7% |
| 210 | DEKALB | 18.3 | 18.2 | 17.1 | 17.2 | 16.7 | 16.9 | 15.6 | 14.9 | 14.7 | 13.9 | -18% |
| 220 | DICKSON | 18.3 | 17.6 | 17.8 | 17.2 | 17.3 | 16.6 | 15.5 | 16.4 | 14.9 | 13.9 | -16% |
| 230 | DYER | 18.1 | 17.2 | 17.5 | 16.9 | 16.8 | 17.2 | 17.6 | 17.0 | 16.5 | 15.1 | -12% |
| 231 | DYERSBURG | 15.6 | 16.2 | 15.9 | 16.5 | 16.4 | 16.0 | 17.0 | 15.6 | 15.5 | 16.0 | 0% |
| 240 | FAYETTE | 16.4 | 17.0 | 17.3 | 17.5 | 17.1 | 16.7 | 16.5 | 16.8 | 15.9 | 14.4 | -13% |
| 250 | FENTRESS | 14.2 | 13.8 | 13.7 | 14.3 | 13.8 | 13.9 | 13.4 | 13.4 | 13.0 | 13.2 | -5% |
| 260 | FRANKLIN | 10.0 | 9.7 | 9.6 | 9.1 | 10.0 | 9.5 | 11.1 | 10.2 | 14.8 | 14.8 | 55% |
| 271 | HUMBOLDT | 16.1 | 16.0 | 15.3 | 14.9 | 14.0 | 13.8 | 14.2 | 13.8 | 15.7 | 13.1 | -6% |

| DIST | NAME | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | Change 1997- 2001 |
|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------------------|
| 272 | MILAN | 16.2 | 14.6 | 14.2 | 14.8 | 15.0 | 15.3 | 14.1 | 13.2 | 13.0 | 14.1 | -8% |
| 273 | TRENTON | 15.0 | 14.3 | 14.2 | 15.6 | 15.9 | 15.6 | 16.0 | 16.3 | 16.5 | 13.7 | -13% |
| 274 | BRADFORD | 16.4 | 17.1 | 17.8 | 17.0 | 16.1 | 15.2 | 15.4 | 16.7 | 13.4 | 12.5 | -18% |
| 275 | GIBSON | 16.9 | 17.1 | 16.9 | 17.8 | 18.2 | 16.6 | 15.7 | 17.7 | 15.5 | 15.6 | -6% |
| 280 | GILES | 16.7 | 16.0 | 15.7 | 16.2 | 14.8 | 16.6 | 16.1 | 15.6 | 14.0 | 13.7 | -17% |
| 290 | GRAINGER | 16.6 | 15.8 | 16.3 | 16.4 | 15.8 | 15.6 | 15.0 | 15.2 | 14.3 | 14.9 | -5% |
| 300 | GREENE | 16.3 | 16.1 | 15.5 | 16.4 | 15.4 | 16.7 | 14.9 | 14.8 | 15.5 | 15.4 | -7% |
| 301 | GREENEVILLE | 12.6 | 12.6 | 11.6 | 12.0 | 12.2 | 12.4 | 12.5 | 12.1 | 12.3 | 12.3 | -1% |
| 310 | GRUNDY | 14.4 | 14.1 | 13.6 | 13.9 | 13.6 | 13.9 | 12.3 | 12.4 | 12.0 | 12.8 | -8% |
| 320 | HAMBLEN | 15.6 | 15.2 | 15.3 | 14.8 | 15.4 | 15.6 | 15.0 | 14.3 | 14.1 | 13.6 | -13% |
| 330 | HAMILTON | 16.4 | 16.9 | 17.4 | 17.2 | 17.2 | 18.2 | 18.3 | 16.9 | 18.4 | 17.0 | -6% |
| 340 | HANCOCK | 12.3 | 11.7 | 11.8 | 11.6 | 11.7 | 11.9 | 11.6 | 11.2 | 11.3 | 10.9 | -8% |
| 350 | HARDEMAN | 15.9 | 16.2 | 15.9 | 15.8 | 15.5 | 15.2 | 14.7 | 14.4 | 13.9 | 13.5 | -11% |
| 360 | HARDIN | 15.8 | 15.8 | 15.4 | 15.3 | 15.3 | 14.9 | 14.4 | 14.8 | 13.9 | 13.1 | -12% |
| 370 | HAWKINS | 16.4 | 15.6 | 14.8 | 14.8 | 14.6 | 14.7 | 14.4 | 14.1 | 13.3 | 13.9 | -5% |
| 371 | ROGERSVILLE | 14.7 | 16.3 | 16.2 | 16.0 | 15.1 | 14.6 | 15.6 | 12.7 | 12.8 | 11.7 | -20% |
| 380 | HAYWOOD | 15.6 | 15.2 | 14.5 | 14.6 | 14.0 | 14.2 | 13.2 | 12.6 | 12.9 | 13.0 | -9% |
| 390 | HENDERSON | 16.6 | 16.8 | 17.7 | 16.9 | 15.4 | 15.4 | 14.2 | 14.9 | 14.0 | 13.5 | -13% |
| 391 | LEXINGTON | 17.1 | 17.1 | 15.6 | 18.0 | 17.5 | 16.9 | 15.7 | 14.7 | 14.5 | 13.3 | -22% |
| 400 | HENRY | 17.0 | 16.8 | 16.8 | 17.0 | 16.0 | 15.7 | 16.5 | 16.6 | 15.9 | 13.7 | -13% |
| 401 | PARIS | 16.7 | 17.3 | 16.5 | 15.9 | 17.0 | 17.5 | 17.1 | 16.6 | 15.0 | 13.7 | -21% |
| 410 | HICKMAN | 16.6 | 16.9 | 14.7 | 15.3 | 15.7 | 15.9 | 16.8 | 16.5 | 15.5 | 16.2 | 2% |
| 420 | HOUSTON | 17.6 | 17.0 | 17.5 | 16.4 | 16.0 | 17.3 | 16.7 | 15.5 | 14.9 | 14.8 | -15% |
| 430 | HUMPHREYS | 17.4 | 16.6 | 16.1 | 16.5 | 16.0 | 15.8 | 14.8 | 14.5 | 14.0 | 14.1 | -11% |
| 440 | JACKSON | 14.4 | 14.7 | 14.3 | 13.9 | 12.9 | 14.0 | 13.7 | 13.8 | 14.0 | 14.0 | 0% |
| 450 | JEFFERSON | 17.0 | 17.4 | 17.4 | 17.5 | 16.4 | 16.9 | 15.9 | 15.6 | 15.4 | 13.9 | -18% |
| 460 | JOHNSON | 6.1 | 6.3 | 6.1 | 6.2 | 5.7 | 6.0 | 5.3 | 5.3 | 5.1 | 5.2 | -14% |
| 470 | KNOX | 15.4 | 15.5 | 15.4 | 15.9 | 15.6 | 15.5 | 15.7 | 13.6 | 13.7 | 13.8 | -11% |
| 480 | LAKE | 14.8 | 14.7 | 13.4 | 14.0 | 14.2 | 14.8 | 13.2 | 13.9 | 12.5 | 12.1 | -18% |
| 490 | LAUDERDALE | 17.1 | 17.1 | 16.5 | 17.5 | 16.3 | 16.7 | 14.8 | 14.5 | 13.9 | 14.2 | -15% |
| 500 | LAWRENCE | 16.7 | 16.7 | 16.7 | 16.2 | 16.0 | 15.9 | 15.4 | 15.4 | 14.1 | 14.1 | -12% |
| 510 | LEWIS | 17.2 | 17.5 | 16.5 | 16.8 | 16.6 | 16.3 | 15.9 | 15.3 | 14.8 | 14.4 | -12% |
| 520 | LINCOLN | 16.0 | 16.7 | 16.4 | 16.0 | 15.7 | 15.4 | 13.5 | 14.4 | 15.1 | 13.7 | -11% |
| 521 | FAYETTEVILLE | 17.1 | 17.2 | 16.9 | 16.6 | 15.1 | 17.3 | 14.9 | 16.4 | 14.6 | 14.1 | -18% |
| 530 | LOUDON | 15.1 | 15.9 | 16.5 | 16.4 | 16.7 | 16.9 | 17.8 | 16.6 | 16.5 | 15.8 | -7% |
| 531 | LENOIR | 19.5 | 18.9 | 16.6 | 16.3 | 16.8 | 16.5 | 14.0 | 15.0 | 14.2 | 13.3 | -20% |
| 540 | MCMINN | 17.3 | 17.6 | 17.2 | 16.8 | 17.5 | 17.4 | 16.9 | 16.9 | 15.7 | 16.1 | -8% |
| 541 | ATHENS | 16.9 | 16.8 | 16.9 | 16.7 | 16.8 | 16.9 | 16.6 | 16.0 | 16.9 | 17.5 | 4% |
| 542 | ETOWAH | 17.8 | 13.0 | 11.8 | 10.4 | 11.9 | 14.1 | 16.0 | 13.4 | 14.4 | 13.9 | -2% |
| 550 | MCNAIRY | 17.2 | 16.4 | 15.2 | 15.5 | 15.4 | 14.4 | 14.3 | 15.5 | 14.2 | 13.1 | -9% |
| 560 | MACON | 18.2 | 17.5 | 16.5 | 15.9 | 16.2 | 15.6 | 14.9 | 15.4 | 14.6 | 15.4 | -1% |
| 570 | MADISON | 17.1 | 15.6 | 15.5 | 15.9 | 14.1 | 15.5 | 14.7 | 13.6 | 14.4 | 13.7 | -11% |
| 580 | MARION | 17.3 | 16.2 | 15.1 | 15.5 | 16.6 | 17.0 | 17.2 | 13.1 | 13.4 | 12.8 | -25% |
| 590 | MARSHALL | 17.0 | 16.7 | 17.3 | 16.8 | 16.1 | 15.7 | 15.2 | 14.4 | 14.0 | 14.1 | -10% |
| 600 | MAURY | 16.3 | 16.6 | 16.5 | 16.8 | 16.0 | 15.0 | 16.8 | 14.2 | 15.0 | 12.7 | -15% |
| 610 | MEIGS | 17.2 | 16.2 | 15.4 | 15.7 | 16.2 | 17.2 | 15.7 | 16.2 | 16.0 | 15.1 | -12% |
| 620 | MONROE | 18.5 | 17.4 | 17.5 | 17.5 | 17.4 | 16.9 | 17.4 | 17.1 | 16.6 | 15.0 | -11% |

| DIST | NAME | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | Change 1997- 2001 |
|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|----------------------------------|
| 621 | SWEETWATER | 19.1 | 17.5 | 16.9 | 16.8 | 16.1 | 16.2 | 15.6 | 16.6 | 15.3 | 14.2 | -12% |
| 630 | MONTGOMERY | 19.6 | 18.7 | 18.2 | 18.4 | 18.9 | 17.0 | 17.6 | 19.2 | 16.8 | 16.4 | -3% |
| 640 | MOORE | 15.9 | 15.5 | 15.9 | 16.4 | 16.0 | 15.4 | 16.6 | 17.3 | 16.1 | 13.3 | -14% |
| 650 | MORGAN | 16.0 | 16.3 | 15.7 | 14.7 | 15.0 | 14.5 | 14.3 | 15.6 | 15.8 | 14.9 | 3% |
| 660 | OBION | 16.5 | 16.2 | 15.8 | 15.8 | 15.4 | 15.6 | 14.8 | 14.3 | 14.2 | 15.2 | -3% |
| 661 | UNION | 12.7 | 10.8 | 10.2 | 9.7 | 8.8 | 9.0 | 7.7 | 6.8 | 5.9 | 6.2 | -31% |
| 670 | OVERTON | 15.9 | 15.6 | 15.1 | 14.8 | 14.5 | 14.0 | 14.2 | 14.0 | 13.4 | 13.1 | -6% |
| 680 | PERRY | 14.6 | 15.2 | 14.4 | 14.3 | 13.2 | 13.6 | 12.9 | 13.1 | 12.5 | 14.0 | 3% |
| 690 | PICKETT | 13.8 | 13.6 | 12.6 | 12.9 | 11.7 | 12.1 | 11.6 | 11.1 | 10.7 | 10.3 | -15% |
| 700 | POLK | 16.5 | 15.6 | 15.3 | 15.3 | 15.0 | 14.9 | 14.7 | 15.2 | 14.2 | 14.1 | -6% |
| 710 | PUTNAM | 17.0 | 16.9 | 17.7 | 18.3 | 16.6 | 16.9 | 16.0 | 15.6 | 15.0 | 15.4 | -9% |
| 720 | RHEA | 17.7 | 18.1 | 17.3 | 17.9 | 18.3 | 17.4 | 15.8 | 16.6 | 15.1 | 16.0 | -8% |
| 721 | DAYTON | 21.8 | 18.8 | 19.4 | 18.5 | 18.3 | 18.9 | 20.9 | 17.7 | 17.3 | 15.8 | -16% |
| 730 | ROANE | 17.2 | 16.4 | 16.1 | 15.9 | 15.1 | 15.4 | 14.4 | 13.9 | 15.4 | 16.7 | 9% |
| 731 | HARRIMAN | 15.5 | 15.8 | 15.4 | 15.2 | 14.0 | 15.1 | 13.9 | 13.6 | 13.7 | 12.7 | -16% |
| 740 | ROBERTSON | 18.3 | 17.5 | 16.8 | 17.7 | 18.0 | 16.5 | 16.6 | 15.3 | 15.7 | 13.9 | -15% |
| 750 | RUTHERFORD | 17.9 | 18.4 | 17.8 | 18.1 | 17.9 | 17.1 | 15.6 | 15.1 | 14.7 | 14.0 | -18% |
| 751 | MURFREESBORO | 15.4 | 16.3 | 15.8 | 15.1 | 16.7 | 14.1 | 14.3 | 15.6 | 15.6 | 13.4 | -5% |
| 760 | SCOTT | 16.2 | 16.8 | 16.1 | 15.4 | 14.3 | 13.9 | 13.2 | 12.9 | 12.4 | 12.5 | -10% |
| 761 | ONEIDA | 14.6 | 14.0 | 14.7 | 15.3 | 14.5 | 15.0 | 13.8 | 14.5 | 12.0 | 12.3 | -18% |
| 770 | SEQUATCHIE | 14.0 | 14.8 | 14.5 | 14.8 | 15.9 | 16.1 | 14.7 | 14.1 | 15.7 | 13.1 | -19% |
| 780 | SEVIER | 16.3 | 17.0 | 16.3 | 16.4 | 17.3 | 17.5 | 16.1 | 15.7 | 15.7 | 14.8 | -15% |
| 790 | SHELBY | 20.2 | 20.2 | 19.5 | 19.5 | 19.0 | 19.3 | 18.8 | 19.7 | 17.0 | 17.1 | -11% |
| 791 | MEMPHIS | 16.7 | 16.9 | 17.0 | 17.5 | 16.9 | 18.5 | 18.4 | 16.5 | 18.2 | 18.1 | -2% |
| 800 | SMITH | 17.8 | 18.0 | 17.4 | 17.7 | 18.0 | 17.7 | 16.9 | 17.5 | 15.4 | 15.5 | -13% |
| 810 | STEWART | 17.2 | 17.5 | 17.1 | 17.5 | 17.6 | 17.3 | 19.1 | 17.4 | 17.6 | 14.8 | -14% |
| 820 | SULLIVAN | 14.9 | 14.8 | 14.8 | 14.6 | 14.8 | 15.2 | 16.0 | 14.7 | 13.5 | 14.4 | -5% |
| 821 | BRISTOL | 14.0 | 13.8 | 14.5 | 14.7 | 14.4 | 13.9 | 14.2 | 14.5 | 13.3 | 12.9 | -7% |
| 822 | KINGSPORT | 14.2 | 13.9 | 14.0 | 13.8 | 14.4 | 16.3 | 15.4 | 15.6 | 16.0 | 15.7 | -3% |
| 830 | SUMNER | 17.4 | 16.9 | 16.2 | 16.7 | 16.1 | 16.0 | 17.4 | 14.4 | 17.5 | 17.1 | 7% |
| 840 | TIPTON | 20.9 | 19.9 | 19.3 | 19.2 | 18.7 | 18.4 | 16.8 | 18.0 | 16.0 | 17.5 | -5% |
| 841 | COVINGTON | 21.3 | 17.7 | 16.7 | 16.4 | 15.4 | 15.5 | 15.3 | 16.0 | 16.9 | 14.1 | -9% |
| 850 | TROUSDALE | 16.1 | 16.0 | 15.7 | 16.3 | 16.0 | 15.2 | 14.7 | 13.8 | 13.2 | 13.9 | -9% |
| 860 | UNICOI | 16.6 | 16.1 | 15.6 | 15.8 | 16.4 | 16.2 | 14.4 | 14.5 | 14.9 | 14.7 | -9% |
| 870 | UNION | 18.2 | 19.8 | 22.6 | 24.4 | 24.7 | 27.2 | 26.6 | 25.4 | 28.0 | 30.5 | 12% |
| 880 | VAN BUREN | 15.8 | 15.2 | 14.6 | 13.7 | 13.6 | 12.5 | 13.0 | 12.6 | 11.2 | 10.6 | -15% |
| 890 | WARREN | 16.5 | 16.3 | 16.1 | 16.1 | 16.1 | 16.2 | 16.4 | 15.3 | 16.0 | 15.6 | -4% |
| 900 | WASHINGTON | 16.3 | 14.9 | 15.6 | 15.3 | 15.1 | 13.8 | 13.5 | 13.0 | 12.2 | 12.3 | -12% |
| 901 | JOHNSON | 34.8 | 34.8 | 34.4 | 36.4 | 36.4 | 37.5 | 36.2 | 40.4 | 40.2 | 38.8 | 3% |
| 910 | WAYNE | 16.2 | 15.9 | 16.3 | 16.2 | 16.3 | 16.2 | 15.2 | 15.0 | 15.6 | 14.1 | -13% |
| 920 | WEAKLEY | 17.2 | 16.4 | 16.5 | 16.2 | 15.6 | 16.1 | 15.4 | 14.6 | 14.2 | 13.7 | -15% |
| 930 | WHITE | 16.4 | 16.2 | 15.9 | 16.8 | 16.6 | 17.4 | 17.2 | 16.8 | 15.8 | 15.9 | -8% |
| 940 | WILLIAMSON | 16.2 | 15.6 | 17.0 | 15.5 | 16.8 | 17.7 | 17.2 | 16.9 | 16.6 | 16.8 | -5% |
| 941 | FRANKLIN | 25.1 | 23.6 | 23.5 | 24.1 | 23.6 | 21.4 | 21.1 | 19.6 | 12.0 | 11.5 | -46% |
| 950 | WILSON | 20.4 | 20.2 | 19.3 | 19.2 | 19.3 | 19.5 | 18.2 | 16.3 | 17.1 | 14.9 | -23% |
| 951 | LEBANON | 15.3 | 14.6 | 13.6 | 14.7 | 15.8 | 15.0 | 13.0 | 15.7 | 13.7 | 12.5 | -17% |

Appendix 5: District Educators by Percent Non-Teachers

| DIST | NAME | Administrators | Staff | Teachers | Total | Percent Non-Teacher |
|------|----------------------|----------------|--------------|---------------|---------------|---------------------|
| | State Total | 2,449 | 6,324 | 55,891 | 64,664 | 14% |
| 010 | ANDERSON | 20 | 57 | 485 | 562 | 14% |
| 011 | CLINTON | 4 | 14 | 67 | 85 | 21% |
| 012 | OAK RIDGE | 12 | 37 | 327 | 376 | 13% |
| 020 | BEDFORD | 15 | 37 | 371 | 423 | 12% |
| 030 | BENTON | 9 | 20 | 180 | 209 | 14% |
| 040 | BLEDSE | 5 | 19 | 115 | 139 | 17% |
| 050 | BLOUNT | 28 | 76 | 587 | 691 | 15% |
| 051 | ALCOA | 6 | 9 | 116 | 131 | 11% |
| 052 | MARYVILLE | 17 | 28 | 303 | 348 | 13% |
| 060 | BRADLEY | 19 | 65 | 535 | 619 | 14% |
| 061 | CLEVELAND | 14 | 42 | 289 | 345 | 16% |
| 070 | CAMPBELL | 22 | 42 | 396 | 460 | 14% |
| 080 | CANNON | 8 | 14 | 136 | 158 | 14% |
| 092 | HOLLOW ROCK-BRUCETON | 2 | 6 | 47 | 55 | 15% |
| 093 | HUNTINGDON | 6 | 9 | 86 | 101 | 15% |
| 094 | MCKENZIE | 3 | 9 | 83 | 95 | 13% |
| 095 | SOUTH CARROLL | 1 | 2 | 27 | 30 | 10% |
| 097 | W CARROLL | 5 | 10 | 72 | 87 | 17% |
| 100 | CARTER | 16 | 55 | 438 | 509 | 14% |
| 101 | ELIZABETHTON | 8 | 18 | 147 | 173 | 15% |
| 110 | CHEATHAM | 18 | 50 | 389 | 457 | 15% |
| 120 | CHESTER | 8 | 18 | 146 | 172 | 15% |
| 130 | CLAIBORNE | 17 | 48 | 345 | 410 | 16% |
| 140 | CLAY | 2 | 14 | 78 | 94 | 17% |
| 150 | COCKE | 15 | 34 | 302 | 351 | 14% |
| 151 | NEWPORT | 3 | 6 | 44 | 53 | 17% |
| 160 | COFFEE | 10 | 33 | 287 | 330 | 13% |
| 161 | MANCHESTER | 4 | 14 | 69 | 87 | 21% |
| 162 | TULLAHOMA | 11 | 31 | 227 | 269 | 16% |
| 170 | CROCKETT | 9 | 13 | 94 | 116 | 19% |
| 171 | ALAMO | 3 | 4 | 36 | 43 | 16% |
| 172 | BELLS | 1 | 2 | 26 | 29 | 10% |
| 180 | CUMBERLAND | 16 | 36 | 374 | 426 | 12% |
| 190 | NASHVILLE-DAVIDSON | 160 | 433 | 4621 | 5214 | 11% |
| 200 | DECATUR | 7 | 17 | 128 | 152 | 16% |
| 210 | DEKALB | 7 | 22 | 175 | 204 | 14% |
| 220 | DICKSON | 25 | 59 | 519 | 603 | 14% |
| 230 | DYER | 14 | 14 | 207 | 235 | 12% |
| 231 | DYERSBURG | 10 | 20 | 193 | 223 | 13% |
| 240 | FAYETTE | 11 | 26 | 229 | 266 | 14% |
| 250 | FENTRESS | 6 | 18 | 161 | 185 | 13% |
| 260 | FRANKLIN | 15 | 42 | 353 | 410 | 14% |
| 271 | HUMBOLDT | 8 | 19 | 125 | 152 | 18% |
| 272 | MILAN | 5 | 14 | 129 | 148 | 13% |

| DIST | NAME | Administrators | Staff | Teachers | Total | Percent Non-Teacher |
|-------------|--------------|-----------------------|--------------|-----------------|--------------|----------------------------|
| 273 | TRENTON | 5 | 12 | 91 | 108 | 16% |
| 274 | BRADFORD | 3 | 6 | 41 | 50 | 18% |
| 275 | GIBSON | 9 | 11 | 154 | 174 | 11% |
| 280 | GILES | 11 | 38 | 309 | 358 | 14% |
| 290 | GRAINGER | 9 | 27 | 184 | 220 | 16% |
| 300 | GREENE | 20 | 33 | 417 | 470 | 11% |
| 301 | GREENEVILLE | 13 | 26 | 189 | 228 | 17% |
| 310 | GRUNDY | 8 | 17 | 160 | 185 | 14% |
| 320 | HAMBLEN | 26 | 66 | 619 | 711 | 13% |
| 330 | HAMILTON | 125 | 319 | 2446 | 2890 | 15% |
| 340 | HANCOCK | 6 | 19 | 75 | 100 | 25% |
| 350 | HARDEMAN | 14 | 34 | 306 | 354 | 14% |
| 360 | HARDIN | 13 | 33 | 266 | 312 | 15% |
| 370 | HAWKINS | 22 | 53 | 461 | 536 | 14% |
| 371 | ROGERSVILLE | 2 | 7 | 46 | 55 | 16% |
| 380 | HAYWOOD | 16 | 28 | 248 | 292 | 15% |
| 390 | HENDERSON | 10 | 30 | 222 | 262 | 15% |
| 391 | LEXINGTON | 3 | 6 | 60 | 69 | 13% |
| 400 | HENRY | 10 | 30 | 212 | 252 | 16% |
| 401 | PARIS | 6 | 13 | 96 | 115 | 17% |
| 410 | HICKMAN | 8 | 20 | 211 | 239 | 12% |
| 420 | HOUSTON | 4 | 12 | 82 | 98 | 16% |
| 430 | HUMPHREYS | 10 | 21 | 192 | 223 | 14% |
| 440 | JACKSON | 4 | 17 | 105 | 126 | 17% |
| 450 | JEFFERSON | 17 | 49 | 444 | 510 | 13% |
| 460 | JOHNSON | 12 | 19 | 156 | 187 | 17% |
| 470 | KNOX | 147 | 459 | 3479 | 4085 | 15% |
| 480 | LAKE | 3 | 7 | 70 | 80 | 13% |
| 490 | LAUDERDALE | 15 | 29 | 289 | 333 | 13% |
| 500 | LAWRENCE | 16 | 42 | 454 | 512 | 11% |
| 510 | LEWIS | 6 | 11 | 121 | 138 | 12% |
| 520 | LINCOLN | 17 | 36 | 268 | 321 | 17% |
| 521 | FAYETTEVILLE | 5 | 9 | 64 | 78 | 18% |
| 530 | LOUDON | 13 | 31 | 271 | 315 | 14% |
| 531 | LENOIR | 6 | 19 | 132 | 157 | 16% |
| 540 | MCMINN | 13 | 37 | 324 | 374 | 13% |
| 541 | ATHENS | 7 | 13 | 98 | 118 | 17% |
| 542 | ETOWAH | 2 | 2 | 26 | 30 | 13% |
| 550 | MCNAIRY | 16 | 28 | 284 | 328 | 13% |
| 560 | MACON | 9 | 20 | 216 | 245 | 12% |
| 570 | MADISON | 41 | 114 | 883 | 1038 | 15% |
| 580 | MARION | 8 | 34 | 274 | 316 | 13% |
| 590 | MARSHALL | 11 | 32 | 311 | 354 | 12% |
| 600 | MAURY | 26 | 86 | 760 | 872 | 13% |
| 610 | MEIGS | 5 | 11 | 106 | 122 | 13% |
| 620 | MONROE | 13 | 39 | 300 | 352 | 15% |
| 621 | SWEETWATER | 7 | 11 | 86 | 104 | 17% |

| DIST | NAME | Administrators | Staff | Teachers | Total | Percent Non-Teacher |
|-------------|--------------|-----------------------|--------------|-----------------|--------------|----------------------------|
| 630 | MONTGOMERY | 62 | 151 | 1462 | 1675 | 13% |
| 640 | MOORE | 4 | 8 | 63 | 75 | 16% |
| 650 | MORGAN | 13 | 19 | 203 | 235 | 14% |
| 660 | OBION | 8 | 27 | 251 | 286 | 12% |
| 661 | UNION | 6 | 12 | 85 | 103 | 17% |
| 670 | OVERTON | 9 | 22 | 212 | 243 | 13% |
| 680 | PERRY | 5 | 12 | 72 | 89 | 19% |
| 690 | PICKETT | 2 | 10 | 60 | 72 | 17% |
| 700 | POLK | 7 | 15 | 157 | 179 | 12% |
| 710 | PUTNAM | 23 | 87 | 546 | 656 | 17% |
| 720 | RHEA | 12 | 22 | 229 | 263 | 13% |
| 721 | DAYTON | 3 | 2 | 47 | 52 | 10% |
| 730 | ROANE | 17 | 39 | 346 | 402 | 14% |
| 731 | HARRIMAN | 8 | 14 | 94 | 116 | 19% |
| 740 | ROBERTSON | 25 | 66 | 622 | 713 | 13% |
| 750 | RUTHERFORD | 65 | 203 | 1689 | 1957 | 14% |
| 751 | MURFREESBORO | 19 | 42 | 389 | 450 | 14% |
| 760 | SCOTT | 8 | 22 | 198 | 228 | 13% |
| 761 | ONEIDA | 2 | 10 | 87 | 99 | 12% |
| 770 | SEQUATCHIE | 5 | 19 | 119 | 143 | 17% |
| 780 | SEVIER | 41 | 84 | 758 | 883 | 14% |
| 790 | SHELBY | 76 | 345 | 2443 | 2864 | 15% |
| 791 | MEMPHIS | 250 | 561 | 6502 | 7313 | 11% |
| 800 | SMITH | 12 | 16 | 184 | 212 | 13% |
| 810 | STEWART | 5 | 14 | 128 | 147 | 13% |
| 820 | SULLIVAN | 44 | 81 | 854 | 979 | 13% |
| 821 | BRISTOL | 11 | 40 | 254 | 305 | 17% |
| 822 | KINGSPORT | 21 | 40 | 391 | 452 | 13% |
| 830 | SUMNER | 55 | 150 | 1362 | 1567 | 13% |
| 840 | TIPTON | 33 | 46 | 513 | 592 | 13% |
| 841 | COVINGTON | 3 | 7 | 57 | 67 | 15% |
| 850 | TROUSDALE | 3 | 10 | 81 | 94 | 14% |
| 860 | UNICOI | 7 | 20 | 153 | 180 | 15% |
| 870 | UNION | 8 | 19 | 213 | 240 | 11% |
| 880 | VAN BUREN | 3 | 15 | 57 | 75 | 24% |
| 890 | WARREN | 18 | 44 | 412 | 474 | 13% |
| 900 | WASHINGTON | 19 | 53 | 499 | 571 | 13% |
| 901 | JOHNSON | 12 | 44 | 431 | 487 | 11% |
| 910 | WAYNE | 6 | 30 | 191 | 227 | 16% |
| 920 | WEAKLEY | 13 | 37 | 323 | 373 | 13% |
| 930 | WHITE | 14 | 28 | 222 | 264 | 16% |
| 940 | WILLIAMSON | 49 | 127 | 1099 | 1275 | 14% |
| 941 | FRANKLIN | 19 | 36 | 308 | 363 | 15% |
| 950 | WILSON | 34 | 73 | 660 | 767 | 14% |
| 951 | LEBANON | 13 | 30 | 193 | 236 | 18% |

Appendix 6: Districts Educators by Average Educator Experience

| DIST | NAME | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|------|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | State Total | 14.4 | 14.2 | 14.3 | 14.3 | 14.5 | 14.6 | 14.6 | 14.6 | 14.5 | 14.5 |
| 010 | ANDERSON | 14.4 | 14.0 | 13.9 | 14.1 | 14.2 | 14.3 | 13.6 | 13.8 | 14.1 | 13.5 |
| 011 | CLINTON | 13.0 | 13.9 | 14.7 | 15.3 | 15.5 | 15.9 | 16.1 | 17.3 | 17.4 | 17.4 |
| 012 | OAK RIDGE | 15.8 | 16.4 | 16.7 | 16.2 | 16.2 | 16.2 | 16.3 | 16.8 | 16.8 | 16.4 |
| 020 | BEDFORD | 13.0 | 12.8 | 13.0 | 13.1 | 13.4 | 13.3 | 13.6 | 13.6 | 12.9 | 12.9 |
| 030 | BENTON | 14.3 | 14.6 | 14.4 | 13.8 | 13.6 | 13.9 | 14.5 | 14.7 | 14.8 | 14.9 |
| 040 | BLEDSON | 12.9 | 11.4 | 10.6 | 11.4 | 12.4 | 11.6 | 11.8 | 11.7 | 12.0 | 12.6 |
| 050 | BLOUNT | 15.6 | 15.8 | 16.0 | 15.8 | 15.7 | 15.5 | 14.4 | 15.0 | 14.9 | 14.4 |
| 051 | ALCOA | 15.2 | 15.2 | 15.5 | 15.5 | 16.6 | 16.1 | 16.2 | 15.9 | 12.8 | 12.9 |
| 052 | MARYVILLE | 13.5 | 14.3 | 14.8 | 15.3 | 15.3 | 15.6 | 13.8 | 15.4 | 14.3 | 14.0 |
| 060 | BRADLEY | 14.5 | 14.6 | 14.9 | 15.0 | 15.7 | 15.4 | 15.3 | 15.4 | 15.3 | 15.1 |
| 061 | CLEVELAND | 17.1 | 17.2 | 16.9 | 17.1 | 17.1 | 16.9 | 16.9 | 17.0 | 16.0 | 15.4 |
| 070 | CAMPBELL | 15.3 | 15.6 | 16.2 | 16.4 | 16.4 | 16.2 | 16.8 | 16.9 | 16.6 | 16.9 |
| 080 | CANNON | 11.5 | 11.7 | 11.9 | 12.5 | 13.1 | 13.0 | 13.5 | 12.7 | 12.4 | 12.2 |
| 092 | HOLLOW ROCK-BRUCETON | 16.0 | 15.5 | 15.7 | 15.5 | 16.0 | 16.2 | 16.1 | 15.9 | 17.0 | 16.9 |
| 093 | HUNTINGDON | 15.9 | 15.5 | 14.8 | 15.9 | 16.3 | 16.3 | 16.9 | 16.8 | 16.6 | 16.2 |
| 094 | MCKENZIE | 16.7 | 15.9 | 16.3 | 15.1 | 15.2 | 15.6 | 15.0 | 15.6 | 15.5 | 15.6 |
| 095 | SOUTH CARROLL | 12.7 | 12.8 | 13.5 | 13.6 | 12.3 | 12.4 | 14.6 | 13.1 | 12.8 | 13.1 |
| 097 | W CARROLL | 14.4 | 14.4 | 14.8 | 14.6 | 14.9 | 15.2 | 15.8 | 16.0 | 15.9 | 15.4 |
| 100 | CARTER | 15.5 | 15.5 | 15.7 | 15.6 | 15.9 | 15.7 | 15.2 | 15.1 | 14.5 | 14.6 |
| 101 | ELIZABETHTON | 17.0 | 16.4 | 16.8 | 17.1 | 16.4 | 16.7 | 16.2 | 17.2 | 16.7 | 16.6 |
| 110 | CHEATHAM | 12.0 | 11.6 | 11.1 | 11.3 | 11.2 | 11.4 | 11.5 | 11.2 | 11.4 | 11.5 |
| 120 | CHESTER | 15.8 | 15.3 | 15.4 | 14.9 | 14.7 | 13.9 | 13.6 | 13.8 | 13.6 | 13.6 |
| 130 | CLAIBORNE | 14.0 | 13.5 | 13.9 | 14.6 | 15.0 | 15.5 | 15.4 | 15.3 | 15.5 | 15.1 |
| 140 | CLAY | 15.2 | 15.0 | 14.6 | 14.5 | 15.3 | 16.2 | 16.8 | 16.6 | 15.9 | 15.7 |
| 150 | COCKE | 13.9 | 13.4 | 13.9 | 13.7 | 14.5 | 14.8 | 15.2 | 15.6 | 15.4 | 14.8 |
| 151 | NEWPORT | 14.9 | 15.5 | 16.1 | 16.7 | 17.0 | 17.6 | 18.2 | 18.9 | 18.7 | 20.1 |
| 160 | COFFEE | 13.9 | 13.8 | 14.2 | 14.2 | 14.3 | 13.9 | 14.2 | 14.4 | 14.8 | 14.9 |
| 161 | MANCHESTER | 15.5 | 15.2 | 15.8 | 16.6 | 15.4 | 15.2 | 15.4 | 15.9 | 16.3 | 16.0 |
| 162 | TULLAHOMA | 16.8 | 16.0 | 16.6 | 17.0 | 15.7 | 16.0 | 15.9 | 15.7 | 15.6 | 15.6 |
| 170 | CROCKETT | 14.3 | 13.7 | 13.4 | 12.8 | 12.0 | 12.9 | 12.6 | 12.9 | 12.4 | 12.7 |
| 171 | ALAMO | 13.0 | 11.6 | 11.7 | 12.6 | 13.6 | 12.0 | 13.2 | 12.7 | 13.2 | 12.9 |
| 172 | BELLS | 10.3 | 10.6 | 11.0 | 8.9 | 10.0 | 10.5 | 12.7 | 11.9 | 12.2 | 10.2 |
| 180 | CUMBERLAND | 14.5 | 13.5 | 13.8 | 13.8 | 14.2 | 14.4 | 15.1 | 15.2 | 15.1 | 15.2 |
| 190 | NASHVILLE-DAVIDSON | 16.2 | 15.1 | 15.1 | 15.3 | 15.4 | 15.3 | 14.6 | 14.4 | 14.1 | 14.0 |
| 200 | DECATUR | 14.1 | 13.7 | 13.6 | 14.2 | 14.7 | 14.4 | 14.3 | 14.8 | 15.2 | 15.5 |
| 210 | DEKALB | 15.7 | 14.8 | 15.0 | 15.3 | 15.3 | 14.2 | 14.1 | 14.5 | 14.2 | 13.6 |
| 220 | DICKSON | 13.7 | 13.5 | 13.6 | 13.5 | 13.2 | 13.2 | 13.0 | 13.7 | 13.1 | 13.2 |
| 230 | DYER | 14.8 | 15.1 | 15.4 | 15.2 | 15.8 | 15.6 | 15.9 | 15.2 | 15.3 | 15.5 |
| 231 | DYERSBURG | 15.2 | 15.9 | 16.6 | 17.0 | 17.7 | 17.9 | 18.9 | 18.4 | 18.5 | 18.9 |
| 240 | FAYETTE | 15.4 | 13.9 | 13.9 | 13.8 | 13.4 | 13.8 | 13.4 | 13.8 | 13.8 | 13.7 |
| 250 | FENTRESS | 14.2 | 14.7 | 14.8 | 15.5 | 15.6 | 15.8 | 16.5 | 17.0 | 16.7 | 16.5 |
| 260 | FRANKLIN | 14.6 | 14.6 | 14.3 | 14.2 | 14.5 | 13.8 | 13.8 | 13.6 | 13.5 | 13.9 |
| 271 | HUMBOLDT | 16.1 | 16.3 | 15.9 | 16.0 | 16.3 | 16.6 | 16.5 | 15.5 | 16.1 | 15.1 |
| 272 | MILAN | 15.8 | 14.5 | 14.3 | 13.9 | 13.9 | 14.0 | 14.3 | 13.8 | 14.1 | 14.6 |
| 273 | TRENTON | 15.3 | 14.8 | 15.6 | 16.3 | 16.9 | 17.1 | 16.5 | 16.1 | 15.9 | 15.4 |
| 274 | BRADFORD | 16.6 | 15.3 | 16.8 | 15.9 | 16.1 | 16.5 | 17.6 | 17.2 | 14.8 | 15.5 |

| DIST | NAME | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 275 | GIBSON | 14.2 | 14.6 | 14.9 | 14.8 | 14.7 | 14.1 | 13.7 | 14.4 | 13.5 | 13.7 |
| 280 | GILES | 15.5 | 14.6 | 14.5 | 14.8 | 14.8 | 15.0 | 15.0 | 15.5 | 15.4 | 15.9 |
| 290 | GRAINGER | 12.4 | 11.9 | 12.1 | 11.9 | 12.1 | 12.6 | 13.0 | 14.1 | 14.0 | 13.7 |
| 300 | GREENE | 16.5 | 16.9 | 16.9 | 16.0 | 15.8 | 15.9 | 15.4 | 15.1 | 15.0 | 14.8 |
| 301 | GREENEVILLE | 16.7 | 16.6 | 16.0 | 16.1 | 15.8 | 15.3 | 15.7 | 15.4 | 15.4 | 15.5 |
| 310 | GRUNDY | 12.2 | 11.4 | 11.4 | 11.5 | 11.9 | 12.6 | 12.6 | 13.4 | 13.1 | 13.3 |
| 320 | HAMBLÉN | 15.7 | 15.5 | 15.8 | 16.3 | 16.0 | 16.1 | 16.2 | 16.1 | 16.1 | 15.8 |
| 330 | HAMILTON | 15.3 | 15.3 | 15.0 | 15.0 | 15.7 | 15.3 | 15.6 | 15.6 | 15.3 | 15.1 |
| 340 | HANCOCK | 13.1 | 12.9 | 12.5 | 12.7 | 12.9 | 14.4 | 15.8 | 15.4 | 15.0 | 15.2 |
| 350 | HARDEMAN | 13.3 | 12.9 | 12.5 | 12.6 | 13.2 | 13.5 | 13.5 | 13.1 | 13.1 | 12.6 |
| 360 | HARDIN | 13.4 | 13.8 | 14.2 | 14.3 | 14.6 | 15.1 | 15.5 | 15.6 | 15.8 | 16.0 |
| 370 | HAWKINS | 16.0 | 15.4 | 15.1 | 15.4 | 15.9 | 15.8 | 15.5 | 15.5 | 14.9 | 14.4 |
| 371 | ROGERSVILLE | 10.8 | 11.4 | 11.7 | 12.3 | 11.2 | 11.4 | 11.7 | 10.9 | 11.2 | 10.9 |
| 380 | HAYWOOD | 14.5 | 14.6 | 14.2 | 13.9 | 14.2 | 14.4 | 14.0 | 13.9 | 14.0 | 14.1 |
| 390 | HENDERSON | 15.4 | 14.9 | 15.2 | 14.9 | 14.4 | 14.4 | 14.4 | 14.2 | 14.3 | 13.8 |
| 391 | LEXINGTON | 17.7 | 16.9 | 17.9 | 17.6 | 17.4 | 16.9 | 16.3 | 15.2 | 16.1 | 15.8 |
| 400 | HENRY | 16.3 | 16.5 | 16.2 | 16.6 | 17.3 | 17.7 | 17.3 | 16.8 | 16.3 | 15.7 |
| 401 | PARIS | 14.7 | 14.3 | 14.7 | 14.9 | 14.3 | 14.2 | 15.1 | 15.9 | 15.4 | 16.0 |
| 410 | HICKMAN | 12.7 | 12.0 | 11.7 | 11.4 | 11.1 | 11.1 | 11.8 | 12.0 | 12.1 | 11.6 |
| 420 | HOUSTON | 12.0 | 12.1 | 11.6 | 11.6 | 12.2 | 12.7 | 13.0 | 13.6 | 13.5 | 14.2 |
| 430 | HUMPHREYS | 15.2 | 13.7 | 14.3 | 13.7 | 13.5 | 14.2 | 14.1 | 14.0 | 13.4 | 14.0 |
| 440 | JACKSON | 12.7 | 13.3 | 13.4 | 13.1 | 13.1 | 14.7 | 15.0 | 15.5 | 15.7 | 15.9 |
| 450 | JEFFERSON | 16.0 | 15.1 | 15.3 | 15.4 | 14.8 | 14.3 | 14.1 | 14.3 | 13.7 | 13.6 |
| 460 | JOHNSON | 11.4 | 11.3 | 11.3 | 11.9 | 12.3 | 12.4 | 13.0 | 13.8 | 13.6 | 13.7 |
| 470 | KNOX | 14.3 | 14.4 | 14.6 | 14.6 | 14.8 | 14.6 | 15.1 | 14.4 | 14.3 | 14.2 |
| 480 | LAKE | 13.4 | 13.3 | 13.2 | 13.7 | 13.5 | 14.0 | 14.6 | 15.0 | 15.0 | 15.5 |
| 490 | LAUDERDALE | 14.2 | 13.2 | 12.7 | 13.0 | 13.1 | 13.3 | 13.0 | 12.9 | 12.7 | 13.5 |
| 500 | LAWRENCE | 15.0 | 14.9 | 15.1 | 15.4 | 15.2 | 15.4 | 15.4 | 15.5 | 15.3 | 15.1 |
| 510 | LEWIS | 12.5 | 12.3 | 12.0 | 11.7 | 12.4 | 12.8 | 12.6 | 11.9 | 12.0 | 13.0 |
| 520 | LINCOLN | 14.8 | 13.8 | 14.1 | 14.4 | 14.7 | 15.1 | 15.1 | 14.9 | 15.3 | 15.0 |
| 521 | FAYETTEVILLE | 17.3 | 17.7 | 16.9 | 17.8 | 16.2 | 16.8 | 15.3 | 16.0 | 15.3 | 15.7 |
| 530 | LOUDON | 13.1 | 13.8 | 13.7 | 13.9 | 13.6 | 14.1 | 13.9 | 14.0 | 13.7 | 13.1 |
| 531 | LENOIR | 15.7 | 15.2 | 15.0 | 15.7 | 15.8 | 15.2 | 13.0 | 13.6 | 12.8 | 11.6 |
| 540 | MCMINN | 15.9 | 15.7 | 15.6 | 15.4 | 15.6 | 15.9 | 15.9 | 15.7 | 15.4 | 15.7 |
| 541 | ATHENS | 16.2 | 15.9 | 15.8 | 16.5 | 16.6 | 17.2 | 16.8 | 17.0 | 17.0 | 17.7 |
| 542 | ETOWAH | 10.1 | 10.2 | 10.3 | 10.8 | 12.0 | 12.0 | 12.9 | 11.4 | 10.3 | 11.9 |
| 550 | MCNAIRY | 13.7 | 13.7 | 13.4 | 13.4 | 13.8 | 13.9 | 14.2 | 14.2 | 14.0 | 14.0 |
| 560 | MACON | 13.5 | 13.3 | 12.5 | 12.7 | 12.0 | 12.4 | 12.1 | 12.2 | 12.5 | 12.8 |
| 570 | MADISON | 16.2 | 15.7 | 16.0 | 15.8 | 15.9 | 16.0 | 16.4 | 16.7 | 16.3 | 16.2 |
| 580 | MARION | 14.1 | 13.3 | 13.7 | 13.8 | 14.8 | 14.9 | 15.3 | 15.1 | 15.6 | 15.6 |
| 590 | MARSHALL | 13.6 | 13.8 | 13.6 | 13.8 | 13.5 | 13.3 | 13.8 | 13.7 | 13.8 | 14.1 |
| 600 | MAURY | 13.8 | 13.8 | 14.1 | 13.9 | 13.5 | 13.4 | 13.8 | 13.8 | 13.6 | 13.3 |
| 610 | MEIGS | 13.5 | 13.0 | 13.5 | 13.3 | 14.1 | 14.4 | 14.6 | 14.9 | 14.0 | 13.7 |
| 620 | MONROE | 13.5 | 12.7 | 12.7 | 12.6 | 13.0 | 13.1 | 12.8 | 12.7 | 12.9 | 12.7 |
| 621 | SWEETWATER | 14.0 | 14.0 | 12.6 | 13.3 | 13.5 | 13.8 | 13.0 | 13.6 | 12.8 | 13.0 |
| 630 | MONTGOMERY | 14.1 | 13.5 | 13.0 | 12.8 | 12.8 | 12.5 | 12.3 | 12.0 | 12.1 | 12.2 |
| 640 | MOORE | 14.6 | 13.6 | 13.7 | 14.2 | 14.5 | 15.4 | 16.2 | 18.0 | 17.4 | 17.1 |
| 650 | MORGAN | 12.3 | 12.1 | 11.9 | 11.7 | 11.9 | 11.9 | 12.0 | 12.8 | 13.5 | 13.9 |

| DIST | NAME | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 |
|-------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| 660 | OBION | 16.2 | 16.3 | 16.6 | 16.5 | 17.0 | 17.1 | 17.0 | 17.5 | 17.0 | 16.8 |
| 661 | UNION | 16.1 | 16.6 | 18.0 | 18.5 | 18.9 | 19.1 | 19.2 | 19.0 | 19.4 | 19.2 |
| 670 | OVERTON | 16.0 | 15.8 | 16.0 | 15.7 | 15.8 | 15.8 | 15.4 | 15.3 | 15.4 | 15.2 |
| 680 | PERRY | 11.9 | 12.2 | 12.0 | 11.7 | 11.5 | 11.7 | 12.2 | 12.3 | 12.8 | 14.4 |
| 690 | PICKETT | 12.5 | 12.5 | 11.9 | 12.7 | 12.9 | 14.1 | 14.1 | 15.3 | 14.7 | 15.5 |
| 700 | POLK | 17.9 | 17.1 | 16.4 | 15.2 | 16.0 | 15.5 | 15.6 | 15.5 | 15.4 | 14.6 |
| 710 | PUTNAM | 14.3 | 14.3 | 14.5 | 14.3 | 13.8 | 13.3 | 13.4 | 13.7 | 13.8 | 13.9 |
| 720 | RHEA | 13.9 | 14.4 | 14.1 | 14.3 | 14.7 | 14.6 | 14.9 | 14.9 | 14.2 | 14.8 |
| 721 | DAYTON | 16.3 | 15.6 | 17.0 | 17.1 | 16.8 | 16.4 | 15.3 | 15.9 | 15.8 | 14.2 |
| 730 | ROANE | 14.7 | 14.2 | 14.4 | 14.4 | 14.5 | 14.0 | 14.0 | 14.2 | 14.3 | 14.8 |
| 731 | HARRIMAN | 17.0 | 18.1 | 17.5 | 17.1 | 17.5 | 18.7 | 19.2 | 19.5 | 19.6 | 19.9 |
| 740 | ROBERTSON | 14.0 | 13.8 | 13.4 | 13.2 | 13.1 | 13.2 | 13.2 | 13.3 | 13.7 | 13.7 |
| 750 | RUTHERFORD | 13.8 | 13.4 | 13.6 | 14.0 | 13.6 | 13.1 | 12.8 | 12.5 | 12.5 | 12.3 |
| 751 | MURFREESBORO | 13.4 | 13.8 | 14.1 | 13.3 | 13.9 | 14.2 | 14.4 | 13.1 | 13.3 | 13.1 |
| 760 | SCOTT | 14.9 | 15.2 | 14.6 | 14.2 | 14.3 | 14.4 | 14.2 | 14.1 | 13.9 | 14.0 |
| 761 | ONEIDA | 11.8 | 11.7 | 12.8 | 13.1 | 14.0 | 13.4 | 12.5 | 13.4 | 11.9 | 13.4 |
| 770 | SEQUATCHIE | 12.7 | 13.8 | 12.9 | 12.8 | 14.1 | 14.1 | 13.6 | 12.7 | 12.6 | 11.4 |
| 780 | SEVIER | 12.2 | 12.3 | 12.4 | 12.8 | 13.0 | 13.0 | 12.9 | 12.9 | 13.1 | 12.7 |
| 790 | SHELBY | 12.4 | 12.6 | 12.6 | 12.7 | 12.6 | 12.7 | 13.0 | 12.9 | 13.0 | 13.0 |
| 791 | MEMPHIS | 16.9 | 16.5 | 16.6 | 16.5 | 16.2 | 15.9 | 15.7 | 15.7 | 14.0 | 14.1 |
| 800 | SMITH | 13.6 | 13.1 | 12.5 | 13.1 | 13.7 | 13.5 | 13.4 | 13.7 | 13.2 | 13.4 |
| 810 | STEWART | 15.7 | 15.5 | 15.2 | 14.9 | 14.6 | 15.0 | 12.9 | 12.3 | 11.8 | 11.4 |
| 820 | SULLIVAN | 17.1 | 17.2 | 17.0 | 17.6 | 17.6 | 17.3 | 17.4 | 17.4 | 17.2 | 16.5 |
| 821 | BRISTOL | 16.0 | 15.8 | 15.9 | 16.2 | 16.1 | 16.5 | 16.5 | 17.4 | 16.7 | 16.7 |
| 822 | KINGSPORT | 15.3 | 15.3 | 15.8 | 15.8 | 16.3 | 16.2 | 16.1 | 16.5 | 15.9 | 15.8 |
| 830 | SUMNER | 13.9 | 13.5 | 13.6 | 13.9 | 13.3 | 13.5 | 13.7 | 13.7 | 14.1 | 14.0 |
| 840 | TIPTON | 13.4 | 12.8 | 12.2 | 12.0 | 12.2 | 12.7 | 12.5 | 12.7 | 12.3 | 12.8 |
| 841 | COVINGTON | 16.7 | 15.8 | 15.9 | 14.8 | 15.4 | 14.5 | 13.5 | 12.9 | 12.5 | 12.7 |
| 850 | TROUSDALE | 14.4 | 13.1 | 12.5 | 12.3 | 12.6 | 11.9 | 12.3 | 12.7 | 12.8 | 13.7 |
| 860 | UNICOI | 15.2 | 15.2 | 14.3 | 14.4 | 14.9 | 14.6 | 14.3 | 15.3 | 15.5 | 15.7 |
| 870 | UNION | 12.8 | 12.3 | 11.7 | 12.3 | 12.0 | 12.5 | 12.0 | 10.9 | 11.1 | 11.1 |
| 880 | VAN BUREN | 12.0 | 11.8 | 12.1 | 12.1 | 12.4 | 12.9 | 13.6 | 13.4 | 13.1 | 12.4 |
| 890 | WARREN | 13.8 | 13.4 | 14.0 | 14.1 | 14.4 | 14.8 | 14.9 | 15.3 | 15.5 | 15.3 |
| 900 | WASHINGTON | 16.8 | 16.4 | 16.3 | 16.1 | 16.1 | 16.1 | 15.8 | 15.5 | 15.6 | 15.9 |
| 901 | JOHNSON | 14.6 | 15.3 | 15.3 | 15.6 | 15.6 | 16.0 | 15.0 | 16.0 | 15.4 | 15.4 |
| 910 | WAYNE | 13.8 | 13.1 | 13.4 | 13.7 | 14.0 | 14.3 | 14.1 | 14.6 | 14.7 | 14.8 |
| 920 | WEAKLEY | 14.3 | 14.6 | 14.6 | 14.7 | 15.1 | 15.1 | 14.9 | 15.0 | 15.8 | 15.6 |
| 930 | WHITE | 15.0 | 15.0 | 14.7 | 14.5 | 14.5 | 15.1 | 15.1 | 14.8 | 14.6 | 14.5 |
| 940 | WILLIAMSON | 13.4 | 13.5 | 13.6 | 13.7 | 14.0 | 14.2 | 13.9 | 13.4 | 12.8 | 13.2 |
| 941 | FRANKLIN | 12.7 | 12.9 | 13.1 | 13.6 | 14.0 | 13.2 | 13.7 | 13.6 | 14.1 | 14.5 |
| 950 | WILSON | 12.5 | 12.1 | 11.9 | 12.2 | 12.5 | 12.6 | 12.7 | 12.2 | 12.8 | 13.0 |
| 951 | LEBANON | 13.1 | 12.6 | 12.4 | 12.8 | 13.7 | 13.6 | 12.8 | 13.3 | 12.5 | 12.5 |

Appendix 7: All districts counts of permits and waivers

| DIST | Name | Waivers & Permits 00-01 | Waivers & Permits 01-02 | Percent of Waivers & Permits 00-01 | Percent of Waivers & Permits 01-02 | Waivers & Permits as a Percent of Educator Workforce in 2000-2001 |
|------|----------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|---|
| | State Total | 2457 | 2611 | | | |
| 010 | ANDERSON | 2 | 3 | 0.1% | 0.1% | 0.9% |
| 011 | CLINTON | 1 | 0 | 0.0% | 0.0% | 0.1% |
| 012 | OAK RIDGE | 3 | 1 | 0.1% | 0.0% | 0.6% |
| 020 | BEDFORD | 25 | 26 | 1.0% | 1.0% | 0.7% |
| 030 | BENTON | 7 | 4 | 0.3% | 0.2% | 0.3% |
| 040 | BLEDSON | 4 | 10 | 0.2% | 0.4% | 0.2% |
| 050 | BLOUNT | 4 | 1 | 0.2% | 0.0% | 1.1% |
| 051 | ALCOA | 0 | 0 | 0.0% | 0.0% | 0.2% |
| 052 | MARYVILLE | 0 | 0 | 0.0% | 0.0% | 0.5% |
| 060 | BRADLEY | 10 | 4 | 0.4% | 0.2% | 1.0% |
| 061 | CLEVELAND | 1 | 3 | 0.0% | 0.1% | 0.5% |
| 070 | CAMPBELL | 15 | 8 | 0.6% | 0.3% | 0.7% |
| 080 | CANNON | 15 | 15 | 0.6% | 0.6% | 0.2% |
| 092 | HOLLOW ROCK-BRUCETON | 0 | 0 | 0.0% | 0.0% | 0.1% |
| 093 | HUNTINGDON | 0 | 3 | 0.0% | 0.1% | 0.2% |
| 094 | MCKENZIE | 0 | 1 | 0.0% | 0.0% | 0.1% |
| 095 | SOUTH CARROLL | 0 | 1 | 0.0% | 0.0% | 0.0% |
| 097 | W CARROLL | 9 | 18 | 0.4% | 0.7% | 0.1% |
| 100 | CARTER | 0 | 2 | 0.0% | 0.1% | 0.8% |
| 101 | ELIZABETHTON | 0 | 0 | 0.0% | 0.0% | 0.3% |
| 110 | CHEATHAM | 25 | 18 | 1.0% | 0.7% | 0.7% |
| 120 | CHESTER | 1 | 3 | 0.0% | 0.1% | 0.3% |
| 130 | CLAIBORNE | 17 | 13 | 0.7% | 0.5% | 0.6% |
| 140 | CLAY | 1 | 2 | 0.0% | 0.1% | 0.1% |
| 150 | COCKE | 2 | 4 | 0.1% | 0.2% | 0.5% |
| 151 | NEWPORT | 0 | 1 | 0.0% | 0.0% | 0.1% |
| 160 | COFFEE | 9 | 6 | 0.4% | 0.2% | 0.5% |
| 161 | MANCHESTER | 3 | 3 | 0.1% | 0.1% | 0.1% |
| 162 | TULLAHOMA | 1 | 1 | 0.0% | 0.0% | 0.4% |
| 170 | CROCKETT | 5 | 2 | 0.2% | 0.1% | 0.2% |
| 171 | ALAMO | 1 | 1 | 0.0% | 0.0% | 0.1% |
| 172 | BELLS | 0 | 1 | 0.0% | 0.0% | 0.0% |
| 180 | CUMBERLAND | 9 | 5 | 0.4% | 0.2% | 0.7% |
| 190 | NASHVILLE-DAVIDSON | 205 | 287 | 8.3% | 11.0% | 8.1% |
| 200 | DECATUR | 2 | 2 | 0.1% | 0.1% | 0.2% |
| 210 | DEKALB | 1 | 7 | 0.0% | 0.3% | 0.3% |
| 220 | DICKSON | 8 | 3 | 0.3% | 0.1% | 0.9% |
| 230 | DYER | 6 | 3 | 0.2% | 0.1% | 0.4% |
| 231 | DYERSBURG | 2 | 0 | 0.1% | 0.0% | 0.3% |

| DIST | Name | Waivers & Permits 00-01 | Waivers & Permits 01-02 | Percent of Waivers & Permits 00-01 | Percent of Waivers & Permits 01-02 | Waivers & Permits as a Percent of Educator Workforce in 2000-2001 |
|-------------|--------------|------------------------------------|------------------------------------|---|---|--|
| 240 | FAYETTE | 33 | 39 | 1.3% | 1.5% | 0.4% |
| 250 | FENTRESS | 4 | 6 | 0.2% | 0.2% | 0.3% |
| 260 | FRANKLIN | 13 | 15 | 0.5% | 0.6% | 0.6% |
| 271 | HUMBOLDT | 11 | 11 | 0.4% | 0.4% | 0.2% |
| 272 | MILAN | 3 | 1 | 0.1% | 0.0% | 0.2% |
| 273 | TRENTON | 1 | 1 | 0.0% | 0.0% | 0.2% |
| 274 | BRADFORD | 1 | 0 | 0.0% | 0.0% | 0.1% |
| 275 | GIBSON | 5 | 5 | 0.2% | 0.2% | 0.3% |
| 280 | GILES | 8 | 6 | 0.3% | 0.2% | 0.6% |
| 290 | GRAINGER | 6 | 1 | 0.2% | 0.0% | 0.3% |
| 300 | GREENE | 1 | 3 | 0.0% | 0.1% | 0.7% |
| 301 | GREENEVILLE | 0 | 0 | 0.0% | 0.0% | 0.4% |
| 310 | GRUNDY | 10 | 14 | 0.4% | 0.5% | 0.3% |
| 320 | HAMBLEN | 1 | 5 | 0.0% | 0.2% | 1.1% |
| 330 | HAMILTON | 133 | 169 | 5.4% | 6.5% | 4.5% |
| 340 | HANCOCK | 1 | 2 | 0.0% | 0.1% | 0.2% |
| 350 | HARDEMAN | 33 | 53 | 1.3% | 2.0% | 0.5% |
| 360 | HARDIN | 0 | 0 | 0.0% | 0.0% | 0.5% |
| 370 | HAWKINS | 3 | 6 | 0.1% | 0.2% | 0.8% |
| 371 | ROGERSVILLE | 1 | 1 | 0.0% | 0.0% | 0.1% |
| 380 | HAYWOOD | 12 | 18 | 0.5% | 0.7% | 0.5% |
| 390 | HENDERSON | 5 | 8 | 0.2% | 0.3% | 0.4% |
| 391 | LEXINGTON | 0 | 0 | 0.0% | 0.0% | 0.1% |
| 400 | HENRY | 3 | 10 | 0.1% | 0.4% | 0.4% |
| 401 | PARIS | 0 | 0 | 0.0% | 0.0% | 0.2% |
| 410 | HICKMAN | 21 | 21 | 0.9% | 0.8% | 0.4% |
| 420 | HOUSTON | 6 | 7 | 0.2% | 0.3% | 0.2% |
| 430 | HUMPHREYS | 3 | 2 | 0.1% | 0.1% | 0.3% |
| 440 | JACKSON | 2 | 0 | 0.1% | 0.0% | 0.2% |
| 450 | JEFFERSON | 3 | 7 | 0.1% | 0.3% | 0.8% |
| 460 | JOHNSON | 8 | 5 | 0.3% | 0.2% | 0.8% |
| 470 | KNOX | 11 | 14 | 0.4% | 0.5% | 6.3% |
| 480 | LAKE | 2 | 3 | 0.1% | 0.1% | 0.1% |
| 490 | LAUDERDALE | 16 | 18 | 0.7% | 0.7% | 0.5% |
| 500 | LAWRENCE | 13 | 12 | 0.5% | 0.5% | 0.8% |
| 510 | LEWIS | 5 | 9 | 0.2% | 0.3% | 0.2% |
| 520 | LINCOLN | 15 | 9 | 0.6% | 0.3% | 0.5% |
| 521 | FAYETTEVILLE | 0 | 0 | 0.0% | 0.0% | 0.1% |
| 530 | LOUDON | 15 | 7 | 0.6% | 0.3% | 0.5% |
| 531 | LENOIR | 1 | 0 | 0.0% | 0.0% | 0.2% |
| 540 | MCMINN | 4 | 6 | 0.2% | 0.2% | 0.6% |
| 541 | ATHENS | 0 | 0 | 0.0% | 0.0% | 0.2% |
| 542 | ETOWAH | 0 | 0 | 0.0% | 0.0% | 0.0% |
| 550 | MCNAIRY | 4 | 4 | 0.2% | 0.2% | 0.5% |

| DIST | Name | Waivers & Permits 00-01 | Waivers & Permits 01-02 | Percent of Waivers & Permits 00-01 | Percent of Waivers & Permits 01-02 | Waivers & Permits as a Percent of Educator Workforce in 2000-2001 |
|-------------|--------------|------------------------------------|------------------------------------|---|---|--|
| 560 | MACON | 10 | 14 | 0.4% | 0.5% | 0.4% |
| 570 | MADISON | 22 | 24 | 0.9% | 0.9% | 1.6% |
| 580 | MARION | 17 | 13 | 0.7% | 0.5% | 0.5% |
| 590 | MARSHALL | 12 | 10 | 0.5% | 0.4% | 0.6% |
| 600 | MAURY | 29 | 19 | 1.2% | 0.7% | 1.3% |
| 610 | MEIGS | 3 | 5 | 0.1% | 0.2% | 0.2% |
| 620 | MONROE | 11 | 11 | 0.4% | 0.4% | 0.5% |
| 621 | SWEETWATER | 2 | 2 | 0.1% | 0.1% | 0.2% |
| 630 | MONTGOMERY | 10 | 23 | 0.4% | 0.9% | 2.6% |
| 640 | MOORE | 0 | 0 | 0.0% | 0.0% | 0.1% |
| 650 | MORGAN | 9 | 10 | 0.4% | 0.4% | 0.4% |
| 660 | OBION | 1 | 1 | 0.0% | 0.0% | 0.4% |
| 661 | UNION | 3 | 0 | 0.1% | 0.0% | 0.4% |
| 670 | OVERTON | 5 | 4 | 0.2% | 0.2% | 0.4% |
| 680 | PERRY | 5 | 7 | 0.2% | 0.3% | 0.1% |
| 690 | PICKETT | 2 | 0 | 0.1% | 0.0% | 0.1% |
| 700 | POLK | 4 | 8 | 0.2% | 0.3% | 0.3% |
| 710 | PUTNAM | 3 | 8 | 0.1% | 0.3% | 1.0% |
| 720 | RHEA | 10 | 17 | 0.4% | 0.6% | 0.4% |
| 721 | DAYTON | 0 | 0 | 0.0% | 0.0% | 0.1% |
| 730 | ROANE | 3 | 5 | 0.1% | 0.2% | 0.6% |
| 731 | HARRIMAN | 1 | 1 | 0.0% | 0.0% | 0.2% |
| 740 | ROBERTSON | 12 | 16 | 0.5% | 0.6% | 1.1% |
| 750 | RUTHERFORD | 18 | 22 | 0.7% | 0.8% | 3.0% |
| 751 | MURFREESBORO | 1 | 1 | 0.0% | 0.0% | 0.7% |
| 760 | SCOTT | 9 | 5 | 0.4% | 0.2% | 0.4% |
| 761 | ONEIDA | 3 | 0 | 0.1% | 0.0% | 0.2% |
| 770 | SEQUATCHIE | 6 | 8 | 0.2% | 0.3% | 0.2% |
| 780 | SEVIER | 10 | 6 | 0.4% | 0.2% | 1.4% |
| 790 | SHELBY | 38 | 26 | 1.5% | 1.0% | 4.4% |
| 791 | MEMPHIS | 1175 | 1171 | 47.8% | 44.7% | 11.3% |
| 800 | SMITH | 5 | 6 | 0.2% | 0.2% | 0.3% |
| 810 | STEWART | 5 | 8 | 0.2% | 0.3% | 0.2% |
| 820 | SULLIVAN | 3 | 1 | 0.1% | 0.0% | 1.5% |
| 821 | BRISTOL | 0 | 0 | 0.0% | 0.0% | 0.5% |
| 822 | KINGSPORT | 1 | 0 | 0.0% | 0.0% | 0.7% |
| 830 | SUMNER | 76 | 67 | 3.1% | 2.6% | 2.4% |
| 840 | TIPTON | 52 | 61 | 2.1% | 2.3% | 0.9% |
| 841 | COVINGTON | 6 | 5 | 0.2% | 0.2% | 0.1% |
| 850 | TROUSDALE | 7 | 5 | 0.3% | 0.2% | 0.1% |
| 860 | UNICOI | 1 | 0 | 0.0% | 0.0% | 0.3% |
| 870 | UNION | 13 | 8 | 0.5% | 0.3% | 0.2% |
| 880 | VAN BUREN | 2 | 4 | 0.1% | 0.2% | 0.1% |
| 890 | WARREN | 0 | 3 | 0.0% | 0.1% | 0.7% |

| DIST | Name | Waivers & Permits 00-01 | Waivers & Permits 01-02 | Percent of Waivers & Permits 00-01 | Percent of Waivers & Permits 01-02 | Waivers & Permits as a Percent of Educator Workforce in 2000-2001 |
|-------------|-------------|------------------------------------|------------------------------------|---|---|--|
| 900 | WASHINGTON | 9 | 12 | 0.4% | 0.5% | 0.9% |
| 901 | JOHNSON | 0 | 0 | 0.0% | 0.0% | 0.3% |
| 910 | WAYNE | 2 | 1 | 0.1% | 0.0% | 0.4% |
| 920 | WEAKLEY | 0 | 0 | 0.0% | 0.0% | 0.6% |
| 930 | WHITE | 2 | 5 | 0.1% | 0.2% | 0.4% |
| 940 | WILLIAMSON | 16 | 14 | 0.7% | 0.5% | 2.0% |
| 941 | FRANKLIN | 0 | 0 | 0.0% | 0.0% | 0.6% |
| 950 | WILSON | 10 | 11 | 0.4% | 0.4% | 1.2% |
| 951 | LEBANON | 2 | 3 | 0.1% | 0.1% | 0.4% |

Appendix 8: Change in Total Enrollments

| DID | District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | Change 1994-1998 | Change 1998-2002 |
|-----|--------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------------|---------------------|
| | Total | 893,272 | 906,975 | 923,673 | 936,400 | 948,217 | 962,645 | 978,438 | 967,556 | 992,031 | 984,015 | 958,496 | 6% | -2.0% |
| 010 | ANDERSON | 7,159 | 7,229 | 7,322 | 7,554 | 7,422 | 7,691 | 7,414 | 7,341 | 7,394 | 7,362 | 7,427 | 1% | 0.2% |
| 011 | CLINTON | 1,251 | 1,175 | 1,169 | 1,165 | 1,068 | 963 | 958 | 946 | 952 | 921 | 947 | -18% | -1.1% |
| 012 | OAK RIDGE | 4,827 | 4,923 | 4,956 | 5,084 | 4,769 | 5,024 | 4,980 | 4,888 | 4,836 | 4,705 | 4,752 | 0% | -4.6% |
| 020 | BEDFORD | 5,865 | 6,049 | 6,144 | 6,159 | 6,529 | 6,498 | 6,338 | 6,360 | 6,498 | 6,593 | 6,683 | 3% | 5.4% |
| 030 | BENTON | 2,640 | 2,667 | 2,752 | 2,867 | 2,884 | 2,907 | 2,834 | 2,763 | 2,868 | 2,751 | 2,736 | 3% | -3.5% |
| 040 | BLED SOE | 1,723 | 1,814 | 1,792 | 1,795 | 1,770 | 1,848 | 2,001 | 1,958 | 1,904 | 1,929 | 1,907 | 12% | -4.7% |
| 050 | BLOUNT | 10,641 | 10,861 | 11,027 | 11,351 | 10,985 | 10,987 | 11,198 | 11,354 | 11,297 | 11,410 | 11,354 | 2% | 1.4% |
| 051 | ALCOA | 1,515 | 1,499 | 1,532 | 1,573 | 1,585 | 1,494 | 1,331 | 1,373 | 1,561 | 1,497 | 1,396 | -13% | 4.9% |
| 052 | MARYVILLE | 3,728 | 3,775 | 3,871 | 3,862 | 4,004 | 4,117 | 4,328 | 4,096 | 4,482 | 4,499 | 4,555 | 12% | 5.2% |
| 060 | BRADLEY | 9,698 | 9,700 | 9,514 | 9,730 | 9,467 | 9,654 | 9,509 | 9,453 | 9,577 | 9,398 | 9,498 | 0% | -0.1% |
| 061 | CLEVELAND | 4,628 | 4,818 | 5,189 | 5,210 | 5,169 | 5,168 | 5,056 | 4,953 | 4,921 | 4,872 | 4,965 | -3% | -1.8% |
| 070 | CAMPBELL | 6,761 | 6,746 | 6,726 | 6,811 | 6,684 | 6,747 | 6,801 | 6,974 | 7,085 | 7,091 | 6,649 | 1% | -2.2% |
| 080 | CANNON | 1,987 | 2,002 | 1,964 | 2,125 | 2,062 | 2,143 | 2,183 | 2,170 | 2,159 | 2,184 | 2,261 | 11% | 3.6% |
| 092 | HOLLOW ROCK- BRUCETON | 852 | 838 | 879 | 855 | 875 | 888 | 894 | 899 | 894 | 841 | 1,202 | 2% | 34.5% |
| 093 | HUNTINGDON | 1,446 | 1,490 | 1,502 | 1,517 | 1,502 | 1,499 | 1,492 | 1,490 | 1,449 | 1,413 | 1,442 | -1% | -3.4% |
| 094 | MCKENZIE | 1,506 | 1,507 | 1,484 | 1,525 | 1,561 | 1,474 | 1,499 | 1,453 | 1,411 | 1,438 | 1,377 | 1% | -8.1% |
| 095 | SOUTH CARROLL | 422 | 422 | 433 | 399 | 378 | 402 | 430 | 437 | 446 | 435 | 418 | -1% | -2.8% |
| 097 | WEST CARROLL | 1,207 | 1,167 | 1,189 | 1,230 | 1,219 | 1,269 | 1,263 | 1,215 | 1,206 | 1,203 | 1,257 | 6% | -0.5% |
| 100 | CARTER | 6,815 | 6,218 | 6,322 | 6,565 | 6,353 | 6,464 | 6,709 | 6,581 | 6,536 | 6,598 | 6,429 | 6% | -4.2% |
| 101 | ELIZABETHTON | 2,633 | 2,628 | 2,547 | 2,586 | 2,575 | 2,450 | 2,312 | 2,206 | 2,185 | 2,255 | 2,218 | -9% | -4.1% |
| 110 | CHEATHAM | 5,948 | 6,242 | 6,405 | 6,568 | 6,552 | 6,772 | 6,859 | 7,247 | 7,510 | 7,339 | 7,316 | 7% | 6.7% |
| 120 | CHESTER | 2,398 | 2,442 | 2,516 | 2,499 | 2,560 | 2,541 | 2,577 | 2,621 | 2,616 | 2,674 | 2,593 | 2% | 0.6% |
| 130 | CLAIBORNE | 5,158 | 5,162 | 5,208 | 5,240 | 5,237 | 5,210 | 5,098 | 5,199 | 5,254 | 5,168 | 5,103 | -2% | 0.1% |
| 140 | CLAY | 1,379 | 1,348 | 1,320 | 1,348 | 1,286 | 1,258 | 1,322 | 1,252 | 1,278 | 1,270 | 1,270 | 0% | -3.9% |
| 150 | COCKE | 4,838 | 4,862 | 4,881 | 4,929 | 4,962 | 4,889 | 4,953 | 4,919 | 4,971 | 4,944 | 4,992 | 1% | 0.8% |
| 151 | NEWPORT | 854 | 832 | 828 | 812 | 821 | 816 | 818 | 774 | 765 | 711 | 705 | -1% | -13.8% |
| 160 | COFFEE | 3,964 | 4,020 | 4,006 | 4,250 | 4,324 | 4,543 | 4,497 | 4,339 | 4,435 | 4,429 | 4,451 | 12% | -1.0% |
| 161 | MANCHESTER | 1,307 | 1,302 | 1,288 | 1,323 | 1,306 | 1,344 | 1,115 | 1,205 | 1,193 | 1,172 | 1,226 | -13% | 10.0% |
| 162 | TULLAHO MA | 3,582 | 3,656 | 3,538 | 3,622 | 3,683 | 3,661 | 3,663 | 3,654 | 3,739 | 3,774 | 3,858 | 4% | 5.3% |
| 170 | CROCKETT | 1,716 | 1,683 | 1,788 | 1,810 | 1,908 | 1,923 | 1,839 | 1,866 | 1,804 | 1,829 | 1,978 | 3% | 7.6% |
| 171 | ALAMO | 594 | 568 | 554 | 567 | 620 | 649 | 619 | 597 | 603 | 629 | 634 | 12% | 2.4% |
| 172 | BELLS | 366 | 374 | 333 | 380 | 363 | 407 | 388 | 363 | 333 | 347 | 362 | 17% | -6.7% |
| 180 | CUMBERLAND | 6,072 | 6,803 | 6,569 | 6,837 | 7,596 | 7,326 | 7,117 | 7,519 | 7,558 | 7,250 | 7,450 | 8% | 4.7% |
| 190 | NASHVILLE- DAVIDSON | 71,351 | 72,231 | 74,906 | 75,439 | 77,321 | 75,585 | 81,687 | 80,750 | 82,521 | 78,869 | 71,619 | 9% | -12.3% |
| 200 | DECATUR | 1,871 | 1,882 | 1,948 | 1,917 | 1,883 | 1,846 | 1,877 | 1,913 | 1,887 | 1,833 | 1,630 | -4% | -13.2% |
| 210 | DEKALB | 2,839 | 2,864 | 2,831 | 2,866 | 2,840 | 2,914 | 2,909 | 2,742 | 2,772 | 2,845 | 2,761 | 3% | -5.1% |
| 220 | DICKSON | 7,269 | 7,462 | 7,874 | 7,959 | 8,240 | 8,469 | 8,311 | 8,352 | 8,275 | 8,449 | 8,443 | 6% | 1.6% |
| 230 | DYER | 3,667 | 3,569 | 3,600 | 3,576 | 3,585 | 3,641 | 3,685 | 3,711 | 3,698 | 3,572 | 3,273 | 2% | -11.2% |
| 231 | DYERSBURG | 3,504 | 3,595 | 3,519 | 3,551 | 3,624 | 3,653 | 3,604 | 3,460 | 3,555 | 3,599 | 3,602 | 2% | -0.1% |
| 240 | FAYETTE | 4,671 | 5,140 | 5,138 | 5,155 | 4,815 | 4,498 | 4,398 | 4,265 | 3,783 | 3,852 | 3,723 | -14% | -15.3% |
| 250 | FENTRESS | 2,471 | 2,463 | 2,491 | 2,569 | 2,509 | 2,536 | 2,435 | 2,432 | 2,409 | 2,462 | 2,456 | -2% | 0.9% |
| 260 | FRANKLIN | 3,783 | 3,688 | 3,758 | 3,658 | 4,148 | 4,172 | 4,492 | 4,250 | 6,311 | 6,130 | 6,012 | 20% | 33.8% |
| 271 | HUMBOLDT | 2,498 | 2,474 | 2,482 | 2,424 | 2,299 | 2,271 | 2,243 | 2,172 | 2,037 | 2,002 | 1,900 | -10% | -15.3% |
| 272 | MILAN | 2,155 | 2,135 | 2,127 | 2,271 | 2,303 | 2,280 | 2,253 | 2,202 | 2,147 | 2,107 | 2,093 | 6% | -7.1% |
| 273 | TRENTON | 1,323 | 1,332 | 1,378 | 1,497 | 1,539 | 1,547 | 1,551 | 1,551 | 1,472 | 1,490 | 1,454 | 13% | -6.3% |
| 274 | BRADFORD | 673 | 667 | 677 | 680 | 660 | 640 | 664 | 666 | 669 | 640 | 666 | -2% | 0.3% |
| 275 | GIBSON | 2,218 | 2,245 | 2,264 | 2,399 | 2,524 | 2,487 | 2,456 | 2,519 | 2,595 | 2,722 | 2,694 | 8% | 9.7% |
| 280 | GILES | 4,871 | 4,878 | 4,973 | 5,210 | 4,789 | 5,137 | 5,146 | 5,083 | 4,959 | 4,929 | 4,796 | 3% | -6.8% |

| DID | District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | Change 1994-1998 | Change 1998-2002 |
|-----|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------------------|---------------------|
| 290 | GRAINGER | 3,187 | 3,229 | 3,363 | 3,437 | 3,427 | 3,395 | 3,308 | 3,292 | 3,343 | 3,313 | 3,374 | -2% | 2.0% |
| 300 | GREENE | 6,740 | 6,729 | 6,748 | 6,942 | 6,856 | 7,145 | 7,182 | 7,259 | 7,277 | 7,307 | 7,263 | 6% | 1.1% |
| 301 | GREENEVILLE | 2,799 | 2,816 | 2,636 | 2,697 | 2,639 | 2,642 | 2,593 | 2,516 | 2,563 | 2,812 | 2,860 | -2% | 10.3% |
| 310 | GRUNDY | 2,712 | 2,685 | 2,673 | 2,694 | 2,716 | 2,715 | 2,491 | 2,439 | 2,456 | 2,384 | 2,364 | -7% | -5.1% |
| 320 | HAMBLEN | 9,586 | 9,682 | 9,679 | 9,153 | 9,832 | 9,922 | 9,709 | 9,742 | 9,757 | 9,734 | 9,648 | 0% | -0.6% |
| 330 | HAMILTON | 47,086 | 48,951 | 51,302 | 48,600 | 47,440 | 49,666 | 49,774 | 47,231 | 54,010 | 49,369 | 44,289 | -3% | -11.0% |
| 340 | HANCOCK | 1,301 | 1,295 | 1,334 | 1,346 | 1,389 | 1,340 | 1,260 | 1,172 | 1,155 | 1,102 | 1,129 | -6% | -10.4% |
| 350 | HARDEMAN | 5,346 | 5,339 | 5,365 | 5,276 | 5,145 | 5,059 | 4,959 | 5,005 | 4,953 | 4,815 | 4,882 | -8% | -1.6% |
| 360 | HARDIN | 4,160 | 4,211 | 4,208 | 4,284 | 4,471 | 4,354 | 4,250 | 4,268 | 4,169 | 4,102 | 4,153 | 1% | -2.3% |
| 370 | HAWKINS | 7,150 | 7,021 | 6,993 | 7,147 | 7,152 | 7,272 | 7,339 | 7,313 | 7,460 | 7,448 | 7,534 | 5% | 2.7% |
| 371 | ROGERSVILLE | 575 | 637 | 665 | 672 | 663 | 655 | 655 | 648 | 642 | 643 | 635 | -2% | -3.1% |
| 380 | HAYWOOD | 4,372 | 4,246 | 4,163 | 4,290 | 4,118 | 4,191 | 4,039 | 3,958 | 3,891 | 3,819 | 3,840 | -3% | -4.9% |
| 390 | HENDERSON | 3,313 | 3,503 | 3,671 | 3,723 | 3,597 | 3,692 | 3,544 | 3,496 | 3,549 | 3,566 | 3,734 | -3% | 5.4% |
| 391 | LEXINGTON | 874 | 871 | 798 | 938 | 980 | 1,000 | 973 | 898 | 943 | 917 | 950 | 22% | -2.4% |
| 400 | HENRY | 3,768 | 3,807 | 3,833 | 3,935 | 3,684 | 3,526 | 3,588 | 3,639 | 3,565 | 3,492 | 3,378 | -6% | -5.9% |
| 401 | PARIS | 1,316 | 1,385 | 1,399 | 1,386 | 1,633 | 1,745 | 1,658 | 1,609 | 1,645 | 1,577 | 1,444 | 19% | -12.9% |
| 410 | HICKMAN | 3,145 | 3,243 | 3,185 | 3,376 | 3,522 | 3,741 | 3,739 | 3,738 | 3,818 | 3,884 | 3,953 | 17% | 5.7% |
| 420 | HOUSTON | 1,429 | 1,398 | 1,435 | 1,427 | 1,459 | 1,492 | 1,503 | 1,453 | 1,457 | 1,466 | 1,517 | 5% | 0.9% |
| 430 | HUMPHREYS | 3,109 | 3,125 | 3,082 | 3,249 | 3,270 | 3,305 | 3,271 | 3,224 | 3,240 | 3,170 | 3,156 | 6% | -3.5% |
| 440 | JACKSON | 1,582 | 1,577 | 1,604 | 1,571 | 1,577 | 1,629 | 1,644 | 1,721 | 1,774 | 1,766 | 1,747 | 2% | 6.3% |
| 450 | JEFFERSON | 5,702 | 6,058 | 6,036 | 6,131 | 6,173 | 6,526 | 6,596 | 6,792 | 6,945 | 7,114 | 7,200 | 9% | 9.2% |
| 460 | JOHNSON | 6,123 | 6,340 | 6,566 | 6,624 | 6,521 | 6,863 | 6,371 | 7,230 | 7,079 | 7,331 | 7,575 | -3% | 18.9% |
| 470 | KNOX | 54,504 | 55,499 | 55,563 | 57,016 | 56,935 | 57,693 | 57,370 | 56,590 | 56,703 | 56,458 | 55,328 | 3% | -3.6% |
| 480 | LAKE | 1,246 | 1,265 | 1,234 | 1,222 | 1,190 | 1,168 | 1,093 | 1,053 | 1,022 | 983 | 968 | -11% | -11.4% |
| 490 | LAUDERDALE | 5,052 | 5,317 | 5,335 | 5,678 | 5,322 | 5,308 | 5,320 | 5,135 | 4,972 | 4,768 | 4,628 | 0% | -13.0% |
| 500 | LAWRENCE | 6,683 | 6,848 | 7,035 | 7,170 | 7,186 | 7,253 | 7,180 | 7,354 | 7,344 | 7,241 | 7,128 | 2% | -0.7% |
| 510 | LEWIS | 1,939 | 2,029 | 1,967 | 2,049 | 2,046 | 2,071 | 2,047 | 2,015 | 2,002 | 2,004 | 2,040 | 4% | -0.3% |
| 520 | LINCOLN | 4,405 | 4,603 | 4,663 | 4,603 | 4,591 | 4,570 | 4,227 | 4,553 | 4,469 | 4,432 | 4,367 | -9% | 3.3% |
| 521 | FAYETTEVILLE | 1,063 | 1,137 | 1,164 | 1,179 | 1,115 | 1,141 | 1,175 | 1,166 | 1,141 | 1,114 | 1,087 | 1% | -7.5% |
| 530 | LOUDON | 4,087 | 4,173 | 4,533 | 4,612 | 4,739 | 4,881 | 4,862 | 4,886 | 5,025 | 5,036 | 4,675 | 7% | -3.8% |
| 531 | LENOIR | 2,048 | 2,007 | 1,892 | 1,822 | 1,981 | 2,019 | 2,012 | 2,026 | 2,113 | 2,103 | 2,025 | 6% | 0.6% |
| 540 | MCMINN | 5,940 | 6,128 | 6,120 | 6,089 | 6,279 | 6,374 | 6,188 | 6,182 | 6,075 | 6,051 | 6,023 | 1% | -2.7% |
| 541 | ATHENS | 2,044 | 2,117 | 2,067 | 2,074 | 2,081 | 2,092 | 1,960 | 1,999 | 1,983 | 2,081 | 1,942 | -5% | -0.9% |
| 542 | ETOWAH | 445 | 337 | 330 | 301 | 322 | 382 | 399 | 416 | 431 | 418 | 399 | 21% | 0.0% |
| 550 | MCNAIRY | 4,375 | 4,312 | 4,268 | 4,361 | 4,383 | 4,274 | 4,357 | 4,315 | 4,295 | 4,330 | 4,415 | 2% | 1.3% |
| 560 | MACON | 3,128 | 3,228 | 3,247 | 3,364 | 3,511 | 3,609 | 3,618 | 3,705 | 3,771 | 3,820 | 3,851 | 11% | 6.4% |
| 570 | MADISON | 15,345 | 15,079 | 15,112 | 14,973 | 14,087 | 15,266 | 14,587 | 14,510 | 14,560 | 14,303 | 14,494 | -3% | -0.6% |
| 580 | MARION | 4,996 | 4,954 | 4,873 | 4,949 | 4,871 | 4,849 | 4,891 | 4,229 | 4,203 | 4,073 | 4,122 | 0% | -15.7% |
| 581 | RICHARD CITY | 289 | 295 | 336 | 381 | 390 | 349 | 338 | 310 | 312 | 316 | 326 | 1% | -3.6% |
| 590 | MARSHALL | 4,367 | 4,493 | 4,801 | 4,807 | 4,733 | 4,905 | 4,996 | 5,038 | 4,964 | 5,057 | 4,997 | 4% | 0.0% |
| 600 | MAURY | 11,329 | 11,703 | 11,988 | 12,094 | 12,291 | 11,520 | 13,024 | 11,934 | 12,100 | 11,165 | 12,034 | 9% | -7.6% |
| 610 | MEIGS | 1,688 | 1,682 | 1,689 | 1,787 | 1,851 | 1,871 | 1,788 | 1,832 | 1,811 | 1,863 | 1,927 | 6% | 7.8% |
| 620 | MONROE | 5,014 | 5,020 | 5,107 | 5,194 | 5,262 | 5,366 | 5,358 | 5,311 | 5,308 | 5,342 | 5,404 | 5% | 0.9% |
| 621 | SWEETWATER | 1,220 | 1,206 | 1,248 | 1,274 | 1,286 | 1,343 | 1,344 | 1,379 | 1,466 | 1,473 | 1,540 | 8% | 14.6% |
| 630 | MONTGOMERY | 19,927 | 20,670 | 21,658 | 22,807 | 24,786 | 24,090 | 26,132 | 30,159 | 27,378 | 27,654 | 27,776 | 21% | 6.3% |
| 640 | MOORE | 967 | 979 | 1,003 | 1,068 | 1,037 | 1,030 | 1,147 | 1,093 | 1,094 | 1,010 | 1,031 | 14% | -10.1% |
| 650 | MORGAN | 3,554 | 3,583 | 3,569 | 3,403 | 3,579 | 3,501 | 3,466 | 3,721 | 3,735 | 3,551 | 3,526 | -3% | 1.7% |
| 660 | OBION | 4,464 | 4,304 | 4,324 | 4,400 | 4,386 | 4,488 | 4,388 | 4,313 | 4,332 | 4,386 | 4,322 | 1% | -1.5% |
| 661 | UNION | 2,507 | 2,617 | 2,775 | 2,949 | 2,965 | 3,104 | 3,165 | 3,045 | 3,131 | 3,168 | 3,204 | 14% | 1.2% |
| 670 | OVERTON | 3,163 | 3,152 | 3,111 | 3,113 | 3,166 | 3,156 | 3,206 | 3,159 | 3,168 | 3,221 | 3,314 | 3% | 3.4% |
| 680 | PERRY | 1,212 | 1,218 | 1,193 | 1,259 | 1,255 | 1,320 | 1,287 | 1,285 | 1,267 | 1,262 | 1,241 | 8% | -3.6% |
| 690 | PICKETT | 829 | 873 | 870 | 875 | 828 | 820 | 825 | 775 | 783 | 749 | 757 | -5% | -8.2% |
| 700 | POLK | 2,439 | 2,410 | 2,362 | 2,394 | 2,335 | 2,406 | 2,473 | 2,561 | 2,478 | 2,552 | 2,568 | 5% | 3.8% |
| 710 | PUTNAM | 9,193 | 9,126 | 9,762 | 10,131 | 9,818 | 10,692 | 10,410 | 10,168 | 10,004 | 10,174 | 9,986 | 7% | -4.1% |

| DID | District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 2002 | Change 1994-1998 | Change 1998-2002 |
|-----|--------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------------------|---------------------|
| 720 | RHEA | 4,123 | 4,132 | 4,163 | 4,272 | 4,421 | 4,397 | 4,188 | 4,419 | 4,223 | 4,223 | 4,287 | 1% | 2.4% |
| 721 | DAYTON | 762 | 752 | 756 | 758 | 752 | 775 | 834 | 727 | 760 | 823 | 870 | 10% | 4.3% |
| 730 | ROANE | 6,338 | 6,391 | 6,573 | 6,650 | 6,265 | 6,570 | 6,342 | 6,095 | 6,678 | 6,791 | 6,136 | -4% | -3.2% |
| 731 | HARRIMAN | 1,947 | 1,941 | 1,940 | 1,920 | 1,766 | 1,786 | 1,678 | 1,591 | 1,532 | 1,477 | 1,440 | -14% | -14.2% |
| 740 | ROBERTSON | 8,983 | 9,035 | 9,247 | 10,050 | 10,890 | 10,213 | 10,478 | 10,451 | 10,393 | 10,028 | 10,339 | 13% | -1.3% |
| 750 | RUTHERFORD | 20,258 | 21,459 | 21,835 | 22,769 | 23,837 | 25,019 | 25,302 | 25,936 | 26,865 | 27,445 | 27,958 | 16% | 10.5% |
| 751 | MURFREESBORO | 4,779 | 5,202 | 5,245 | 5,455 | 6,062 | 5,178 | 5,361 | 6,494 | 6,332 | 6,050 | 6,125 | 2% | 14.3% |
| 760 | SCOTT | 3,168 | 3,375 | 3,360 | 3,261 | 3,119 | 3,123 | 3,051 | 2,990 | 2,877 | 2,868 | 2,637 | -9% | -13.6% |
| 761 | ONEIDA | 1,169 | 1,190 | 1,205 | 1,284 | 1,258 | 1,244 | 1,204 | 1,221 | 1,247 | 1,239 | 1,250 | 0% | 3.8% |
| 770 | SEQUATCHIE | 1,699 | 1,704 | 1,684 | 1,737 | 1,833 | 1,903 | 1,881 | 1,881 | 1,916 | 1,899 | 1,945 | 12% | 3.4% |
| 780 | SEVIER | 9,723 | 10,375 | 10,487 | 10,982 | 12,127 | 12,658 | 12,355 | 12,649 | 13,034 | 13,170 | 13,370 | 18% | 8.2% |
| 790 | SHELBY | 45,423 | 45,502 | 46,386 | 47,092 | 49,433 | 50,402 | 51,438 | 52,279 | 47,845 | 49,087 | 48,146 | 11% | -6.4% |
| 791 | MEMPHIS | 110,766 | 111,913 | 113,705 | 114,925 | 114,598 | 120,048 | 126,890 | 117,885 | 133,626 | 133,336 | 120,798 | 12% | -4.8% |
| 800 | SMITH | 2,907 | 3,035 | 3,059 | 3,179 | 3,214 | 3,283 | 3,201 | 3,248 | 3,254 | 3,306 | 3,241 | 5% | 1.2% |
| 810 | STEWART | 1,741 | 1,745 | 1,817 | 1,923 | 1,957 | 2,056 | 2,105 | 2,222 | 2,196 | 2,196 | 2,233 | 16% | 6.1% |
| 820 | SULLIVAN | 14,974 | 14,625 | 14,550 | 14,309 | 14,412 | 14,533 | 15,151 | 14,110 | 13,886 | 14,143 | 13,627 | 4% | -10.1% |
| 821 | BRISTOL | 3,938 | 3,919 | 4,113 | 4,134 | 4,135 | 3,855 | 3,895 | 3,905 | 3,980 | 3,941 | 3,948 | -5% | 1.4% |
| 822 | KINGSPORT | 6,276 | 6,329 | 6,345 | 6,314 | 6,531 | 7,004 | 6,767 | 6,853 | 7,127 | 7,108 | 7,907 | 7% | 16.8% |
| 830 | SUMNER | 20,568 | 21,058 | 21,122 | 21,895 | 22,888 | 23,130 | 25,192 | 21,832 | 26,561 | 26,977 | 27,137 | 19% | 7.7% |
| 840 | TIPTON | 8,357 | 8,484 | 9,046 | 9,538 | 9,767 | 9,727 | 9,821 | 10,119 | 10,207 | 10,401 | 10,524 | 9% | 7.2% |
| 841 | COVINGTON | 1,234 | 1,203 | 1,171 | 1,129 | 1,110 | 1,099 | 1,041 | 973 | 1,033 | 946 | 899 | -11% | -13.6% |
| 850 | TROUSDALE | 1,177 | 1,201 | 1,206 | 1,238 | 1,266 | 1,294 | 1,326 | 1,287 | 1,311 | 1,331 | 1,325 | 10% | -0.1% |
| 860 | UNICOI | 2,797 | 2,833 | 2,857 | 2,825 | 2,966 | 2,905 | 2,833 | 2,620 | 2,585 | 2,659 | 2,589 | -1% | -8.6% |
| 870 | UNION | 1,862 | 1,742 | 1,652 | 1,637 | 1,552 | 1,581 | 1,537 | 1,526 | 1,402 | 1,501 | 1,514 | -7% | -1.5% |
| 880 | VAN BUREN | 807 | 864 | 864 | 863 | 858 | 824 | 833 | 870 | 814 | 803 | 818 | -4% | -1.8% |
| 890 | WARREN | 6,421 | 6,621 | 6,741 | 6,855 | 6,694 | 6,608 | 6,687 | 6,655 | 6,608 | 6,639 | 6,488 | -1% | -3.0% |
| 900 | WASHINGTON | 8,516 | 8,608 | 8,534 | 8,658 | 8,837 | 8,810 | 9,049 | 9,102 | 9,244 | 8,926 | 9,171 | 6% | 1.3% |
| 901 | JOHNSON | 2,535 | 2,537 | 2,615 | 2,609 | 2,500 | 2,479 | 2,566 | 2,539 | 2,564 | 2,536 | 2,471 | -2% | -3.7% |
| 910 | WAYNE | 2,986 | 2,914 | 3,004 | 2,948 | 2,937 | 2,853 | 2,884 | 2,866 | 2,824 | 2,819 | 2,768 | -4% | -4.0% |
| 920 | WEAKLEY | 5,266 | 5,210 | 5,398 | 5,606 | 5,627 | 5,657 | 5,449 | 5,461 | 5,360 | 5,306 | 5,251 | 1% | -3.6% |
| 930 | WHITE | 3,606 | 3,674 | 3,790 | 3,944 | 3,948 | 4,098 | 3,992 | 4,121 | 4,095 | 4,213 | 3,995 | 5% | 0.1% |
| 940 | WILLIAMSON | 12,554 | 12,653 | 14,968 | 14,817 | 17,003 | 18,008 | 18,435 | 19,295 | 20,234 | 21,479 | 21,659 | 23% | 17.5% |
| 941 | FRANKLIN | 6,483 | 6,349 | 6,465 | 6,640 | 6,456 | 6,341 | 6,373 | 6,369 | 4,227 | 4,169 | 4,084 | -1% | -35.9% |
| 950 | WILSON | 11,171 | 11,902 | 11,759 | 11,957 | 12,341 | 12,844 | 12,362 | 12,384 | 12,317 | 11,514 | 11,770 | 5% | -4.8% |
| 951 | LEBANON | 2,477 | 2,539 | 2,560 | 2,612 | 2,828 | 2,837 | 2,752 | 3,178 | 2,923 | 2,940 | 3,161 | 8% | 14.9% |

Appendix 9: Change in Total Educator Workforce

| DID | District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 1993-1997 | 1997-2001 |
|-----|----------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|-------------|------------|
| | State | 53,640 | 54,859 | 56,374 | 56,700 | 58,082 | 58,475 | 60,323 | 62,263 | 63,903 | 65,037 | 19% | 35% |
| 10 | ANDERSON | 480 | 496 | 505 | 499 | 501 | 522 | 557 | 550 | 574 | 566 | 5% | 2% |
| 11 | CLINTON | 83 | 80 | 84 | 86 | 89 | 81 | 87 | 84 | 86 | 85 | 1% | -2% |
| 12 | OAK RIDGE | 367 | 367 | 379 | 392 | 396 | 377 | 387 | 370 | 365 | 377 | 3% | -3% |
| 20 | BEDFORD | 347 | 359 | 368 | 381 | 379 | 403 | 384 | 395 | 422 | 428 | 12% | 11% |
| 30 | BENTON | 169 | 171 | 177 | 181 | 188 | 185 | 186 | 187 | 199 | 211 | 8% | 13% |
| 40 | BLED SOE | 92 | 109 | 115 | 115 | 115 | 112 | 121 | 127 | 137 | 140 | 3% | 16% |
| 50 | BLOUNT | 564 | 561 | 572 | 579 | 600 | 614 | 658 | 685 | 698 | 693 | 9% | 5% |
| 51 | ALCOA | 107 | 110 | 118 | 114 | 113 | 102 | 99 | 105 | 129 | 132 | -7% | 33% |
| 52 | MARYVILLE | 240 | 241 | 246 | 252 | 268 | 276 | 324 | 300 | 336 | 349 | 15% | 8% |
| 60 | BRADLEY | 546 | 541 | 548 | 553 | 553 | 550 | 596 | 598 | 620 | 624 | 2% | 5% |
| 61 | CLEVELAND | 298 | 300 | 315 | 316 | 324 | 317 | 340 | 340 | 314 | 346 | 6% | 2% |
| 70 | CAMPBELL | 433 | 440 | 436 | 441 | 457 | 467 | 455 | 473 | 476 | 464 | 6% | 2% |
| 80 | CANNON | 125 | 128 | 134 | 131 | 134 | 142 | 133 | 156 | 162 | 159 | 11% | 20% |
| 92 | HOLLOW ROCK-BRUCETON | 52 | 54 | 55 | 54 | 52 | 54 | 56 | 56 | 54 | 56 | 0% | 0% |
| 93 | HUNTINGDON | 93 | 94 | 94 | 90 | 93 | 94 | 98 | 96 | 96 | 102 | 0% | 4% |
| 94 | MCKENZIE | 86 | 86 | 91 | 92 | 96 | 94 | 91 | 91 | 89 | 97 | 9% | 7% |
| 95 | SOUTH CARROLL | 25 | 26 | 26 | 27 | 28 | 30 | 26 | 26 | 29 | 31 | 15% | 19% |
| 97 | WEST CARROLL | 326 | 327 | 331 | 345 | 346 | 350 | 358 | 365 | 343 | 377 | 4% | 14% |
| 100 | CARTER | 419 | 428 | 433 | 446 | 457 | 466 | 468 | 507 | 513 | 514 | 9% | 10% |
| 101 | ELIZABETH THTON | 164 | 170 | 169 | 163 | 167 | 162 | 172 | 169 | 173 | 174 | -5% | 1% |
| 110 | CHEATHAM | 311 | 335 | 348 | 370 | 398 | 391 | 408 | 429 | 445 | 460 | 17% | 13% |
| 120 | CHESTER | 131 | 136 | 139 | 147 | 148 | 156 | 159 | 169 | 175 | 173 | 15% | 9% |
| 130 | CLAIBORNE | 329 | 347 | 355 | 351 | 360 | 359 | 378 | 400 | 400 | 412 | 3% | 9% |
| 140 | CLAY | 115 | 115 | 120 | 119 | 116 | 106 | 101 | 98 | 108 | 96 | -8% | -5% |
| 150 | COCKE | 277 | 296 | 301 | 314 | 321 | 316 | 315 | 317 | 312 | 353 | 7% | 12% |
| 151 | NEWPORT | 48 | 49 | 50 | 51 | 52 | 52 | 54 | 54 | 55 | 53 | 6% | -2% |
| 160 | COFFEE | 243 | 250 | 255 | 269 | 275 | 273 | 283 | 298 | 304 | 333 | 9% | 18% |
| 161 | MANCHESTER | 78 | 84 | 87 | 88 | 91 | 91 | 90 | 94 | 95 | 88 | 8% | -2% |
| 162 | TULLAHOMA | 222 | 239 | 242 | 242 | 250 | 246 | 245 | 247 | 251 | 270 | 2% | -8% |
| 170 | CROCKETT | 109 | 109 | 116 | 117 | 119 | 121 | 107 | 109 | 111 | 117 | 11% | 9% |
| 171 | ALAMO | 33 | 36 | 39 | 38 | 38 | 41 | 39 | 44 | 45 | 43 | 14% | 10% |
| 172 | BELLS | 23 | 22 | 22 | 23 | 24 | 26 | 25 | 27 | 31 | 29 | 18% | 16% |
| 180 | CUMBERLAND | 348 | 356 | 374 | 388 | 398 | 396 | 400 | 415 | 430 | 427 | 11% | 7% |
| 190 | NASHVILLE-DAVIDSON | 4,439 | 4,565 | 4,732 | 4,711 | 4,652 | 4,751 | 4,994 | 5,153 | 5,278 | 5,243 | 4% | 5% |
| 200 | DECATUR | 117 | 128 | 136 | 132 | 137 | 143 | 143 | 147 | 146 | 153 | 12% | 7% |
| 210 | DEKALB | 155 | 157 | 166 | 167 | 170 | 172 | 186 | 184 | 189 | 205 | 10% | 10% |
| 220 | DICKSON | 397 | 425 | 442 | 464 | 475 | 510 | 536 | 508 | 556 | 608 | 20% | 13% |
| 230 | DYER | 203 | 208 | 206 | 211 | 214 | 212 | 209 | 218 | 224 | 236 | 2% | 13% |
| 231 | DYERSBURG | 224 | 222 | 222 | 215 | 221 | 228 | 212 | 222 | 229 | 225 | 3% | 6% |
| 240 | FAYETTE | 285 | 303 | 297 | 295 | 282 | 270 | 266 | 254 | 238 | 267 | -11% | 0% |
| 250 | FENTRESS | 174 | 179 | 182 | 180 | 182 | 182 | 182 | 181 | 186 | 186 | 2% | 2% |
| 260 | FRANKLIN | 380 | 379 | 393 | 400 | 413 | 437 | 404 | 415 | 426 | 414 | 10% | 20% |
| 271 | HUMBOLDT | 155 | 155 | 162 | 163 | 164 | 164 | 158 | 157 | 130 | 153 | 6% | -3% |

| DID | District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 1993-1997 | 1997-2001 |
|-----|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------|-----------|
| 272 | MILAN | 133 | 146 | 150 | 153 | 154 | 149 | 160 | 167 | 165 | 149 | 2% | -7% |
| 273 | TRENTON | 88 | 93 | 97 | 96 | 97 | 99 | 97 | 95 | 89 | 109 | 13% | 7% |
| 274 | BRADFORD | 41 | 39 | 38 | 40 | 41 | 42 | 43 | 40 | 50 | 51 | 8% | 19% |
| 275 | GIBSON | 131 | 131 | 134 | 135 | 139 | 150 | 156 | 142 | 167 | 175 | 15% | 12% |
| 280 | GILES | 291 | 305 | 316 | 321 | 324 | 310 | 320 | 326 | 353 | 360 | 2% | 13% |
| 290 | GRAINGER | 192 | 204 | 206 | 210 | 217 | 217 | 220 | 216 | 234 | 222 | 6% | 1% |
| 300 | GREENE | 414 | 417 | 434 | 423 | 445 | 429 | 481 | 491 | 470 | 474 | 3% | -1% |
| 301 | GREENEVILLE | 222 | 223 | 228 | 224 | 217 | 213 | 207 | 208 | 208 | 229 | -4% | 11% |
| 310 | GRUNDY | 188 | 191 | 196 | 194 | 200 | 195 | 203 | 196 | 205 | 186 | 2% | -8% |
| 320 | HAMBLEN | 615 | 637 | 632 | 618 | 639 | 636 | 647 | 681 | 693 | 715 | 0% | 11% |
| 330 | HAMILTON | 2,871 | 2,897 | 2,945 | 2,831 | 2,763 | 2,732 | 2,717 | 2,789 | 2,930 | 2,904 | -6% | 7% |
| 340 | HANCOCK | 106 | 111 | 113 | 116 | 119 | 113 | 109 | 105 | 102 | 101 | 2% | -7% |
| 350 | HARDEMAN | 336 | 330 | 337 | 334 | 333 | 333 | 337 | 347 | 357 | 356 | 1% | 6% |
| 360 | HARDIN | 264 | 267 | 273 | 280 | 293 | 293 | 295 | 289 | 300 | 313 | 10% | 6% |
| 370 | HAWKINS | 436 | 450 | 471 | 483 | 491 | 496 | 510 | 517 | 559 | 537 | 10% | 5% |
| 371 | ROGERSVILLE | 39 | 39 | 41 | 42 | 44 | 45 | 42 | 51 | 50 | 55 | 15% | 31% |
| 380 | HAYWOOD | 280 | 279 | 288 | 293 | 295 | 295 | 306 | 314 | 302 | 294 | 6% | -4% |
| 390 | HENDERSON | 199 | 208 | 207 | 220 | 234 | 240 | 249 | 235 | 254 | 265 | 15% | 6% |
| 391 | LEXINGTON | 51 | 51 | 51 | 52 | 56 | 59 | 62 | 61 | 65 | 69 | 16% | 11% |
| 400 | HENRY | 222 | 226 | 228 | 231 | 230 | 224 | 217 | 219 | 224 | 254 | -1% | 17% |
| 401 | PARIS | 79 | 80 | 85 | 87 | 96 | 100 | 97 | 97 | 110 | 115 | 25% | 19% |
| 410 | HICKMAN | 189 | 192 | 217 | 221 | 224 | 235 | 222 | 226 | 246 | 240 | 22% | 8% |
| 420 | HOUSTON | 81 | 82 | 82 | 87 | 91 | 86 | 90 | 94 | 98 | 99 | 5% | 10% |
| 430 | HUMPHREYS | 179 | 188 | 191 | 197 | 204 | 209 | 221 | 223 | 232 | 225 | 11% | 2% |
| 440 | JACKSON | 110 | 107 | 112 | 113 | 122 | 116 | 120 | 125 | 127 | 126 | 8% | 5% |
| 450 | JEFFERSON | 335 | 348 | 346 | 351 | 376 | 386 | 416 | 436 | 450 | 512 | 11% | 23% |
| 460 | JOHNSON | 176 | 182 | 191 | 182 | 179 | 183 | 176 | 179 | 176 | 189 | 2% | 1% |
| 470 | KNOX | 3,540 | 3,577 | 3,602 | 3,590 | 3,660 | 3,730 | 3,649 | 4,161 | 4,126 | 4,100 | 4% | 12% |
| 480 | LAKE | 84 | 86 | 92 | 87 | 84 | 79 | 83 | 76 | 82 | 81 | -8% | -2% |
| 490 | LAUDERDAL | 296 | 311 | 323 | 324 | 327 | 318 | 360 | 353 | 357 | 335 | 2% | -7% |
| 500 | LAWRENCE | 399 | 411 | 422 | 442 | 448 | 456 | 467 | 476 | 522 | 515 | 11% | 10% |
| 510 | LEWIS | 113 | 116 | 119 | 122 | 123 | 127 | 129 | 132 | 135 | 139 | 9% | 8% |
| 520 | LINCOLN | 276 | 276 | 285 | 288 | 293 | 296 | 313 | 316 | 296 | 323 | 7% | 3% |
| 521 | FAYETTEVILLE | 62 | 66 | 69 | 71 | 74 | 66 | 79 | 71 | 78 | 79 | 0% | 0% |
| 530 | LOUDON | 270 | 262 | 274 | 281 | 284 | 288 | 273 | 295 | 305 | 319 | 10% | 17% |
| 531 | LENOIR | 105 | 106 | 114 | 112 | 118 | 122 | 144 | 135 | 149 | 158 | 15% | 10% |
| 540 | MCMINN | 344 | 349 | 355 | 363 | 359 | 366 | 367 | 366 | 386 | 376 | 5% | 2% |
| 541 | ATHENS | 121 | 126 | 122 | 124 | 124 | 124 | 118 | 125 | 117 | 119 | -2% | 1% |
| 542 | ETOWAH | 25 | 26 | 28 | 29 | 27 | 27 | 25 | 31 | 30 | 30 | 4% | 20% |
| 550 | MCNAIRY | 255 | 263 | 280 | 282 | 285 | 297 | 304 | 279 | 303 | 331 | 13% | 9% |
| 560 | MACON | 172 | 184 | 197 | 212 | 217 | 231 | 243 | 241 | 258 | 248 | 26% | 2% |
| 570 | MADISON | 897 | 965 | 976 | 939 | 1,001 | 987 | 995 | 1,064 | 1,011 | 1,041 | 2% | 5% |
| 580 | MARION | 289 | 305 | 322 | 320 | 293 | 285 | 285 | 322 | 314 | 319 | -7% | 12% |
| 590 | MARSHALL | 257 | 269 | 278 | 286 | 294 | 312 | 328 | 350 | 355 | 358 | 16% | 9% |
| 600 | MAURY | 693 | 706 | 727 | 720 | 770 | 766 | 775 | 839 | 807 | 877 | 8% | 13% |
| 610 | MEIGS | 98 | 104 | 110 | 114 | 114 | 109 | 114 | 113 | 113 | 123 | 5% | 8% |
| 620 | MONROE | 271 | 288 | 292 | 296 | 303 | 317 | 308 | 311 | 320 | 355 | 10% | 15% |
| 621 | SWEETWATER | 64 | 69 | 74 | 76 | 80 | 83 | 86 | 83 | 96 | 104 | 24% | 2% |
| 630 | MONTGOMERY | 1,016 | 1,106 | 1,189 | 1,240 | 1,313 | 1,419 | 1,482 | 1,567 | 1,633 | 1,682 | 28% | 13% |

| DID | District | 1992 | 1993 | 1994 | 1995 | 1996 | 1997 | 1998 | 1999 | 2000 | 2001 | 1993-1997 | 1997-2001 |
|-----|--------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-----------|-----------|
| 640 | MOORE | 61 | 63 | 63 | 65 | 65 | 67 | 69 | 63 | 68 | 76 | 6% | 10% |
| 650 | MORGAN | 222 | 220 | 227 | 232 | 238 | 241 | 243 | 239 | 237 | 238 | 10% | -2% |
| 660 | OBION | 271 | 265 | 273 | 278 | 284 | 287 | 297 | 302 | 305 | 288 | 8% | -3% |
| 661 | UNION | 138 | 132 | 123 | 121 | 120 | 114 | 119 | 120 | 112 | 104 | 16% | 19% |
| 670 | OVERTON | 199 | 202 | 206 | 210 | 218 | 225 | 225 | 225 | 236 | 245 | 11% | 9% |
| 680 | PERRY | 83 | 80 | 83 | 88 | 95 | 97 | 100 | 98 | 101 | 90 | 21% | -10% |
| 690 | PICKETT | 60 | 64 | 69 | 68 | 71 | 68 | 71 | 70 | 73 | 73 | 6% | 3% |
| 700 | POLK | 148 | 154 | 154 | 156 | 156 | 161 | 168 | 169 | 175 | 181 | 5% | 8% |
| 710 | PUTNAM | 542 | 541 | 551 | 553 | 590 | 633 | 651 | 652 | 669 | 659 | 17% | 1% |
| 720 | RHEA | 233 | 228 | 240 | 238 | 241 | 253 | 265 | 267 | 279 | 264 | 11% | 0% |
| 721 | DAYTON | 35 | 40 | 39 | 41 | 41 | 41 | 40 | 41 | 44 | 52 | 2% | 30% |
| 730 | ROANE | 369 | 390 | 409 | 417 | 414 | 428 | 439 | 437 | 433 | 406 | 10% | -8% |
| 731 | HARRIMAN | 126 | 123 | 126 | 126 | 126 | 118 | 121 | 117 | 112 | 116 | -4% | -4% |
| 740 | ROBERTSON | 491 | 515 | 549 | 569 | 606 | 619 | 633 | 685 | 661 | 719 | 20% | 14% |
| 750 | RUTHERFORD | 1,134 | 1,167 | 1,228 | 1,255 | 1,328 | 1,466 | 1,620 | 1,714 | 1,829 | 1,965 | 26% | 21% |
| 751 | MURFREESBORO | 310 | 319 | 331 | 362 | 363 | 366 | 376 | 417 | 406 | 450 | 15% | 20% |
| 760 | SCOTT | 196 | 201 | 209 | 212 | 218 | 225 | 232 | 232 | 232 | 229 | 12% | -1% |
| 761 | ONEIDA | 80 | 85 | 82 | 84 | 87 | 83 | 87 | 84 | 104 | 101 | -2% | 16% |
| 770 | SEQUATCHIE | 121 | 115 | 116 | 117 | 115 | 118 | 128 | 133 | 122 | 145 | 3% | 13% |
| 780 | SEVIER | 595 | 610 | 643 | 668 | 702 | 723 | 767 | 808 | 829 | 889 | 19% | 16% |
| 790 | SHELBY | 2,247 | 2,248 | 2,378 | 2,416 | 2,605 | 2,615 | 2,733 | 2,652 | 2,809 | 2,871 | 16% | 5% |
| 791 | MEMPHIS | 6,632 | 6,624 | 6,689 | 6,580 | 6,767 | 6,493 | 6,901 | 7,147 | 7,344 | 7,369 | -2% | 7% |
| 800 | SMITH | 163 | 169 | 176 | 180 | 179 | 185 | 189 | 186 | 211 | 213 | 9% | 13% |
| 810 | STEWART | 101 | 100 | 106 | 110 | 111 | 119 | 110 | 128 | 125 | 148 | -4% | 3% |
| 820 | SULLIVAN | 1,008 | 990 | 986 | 977 | 975 | 954 | 949 | 961 | 1,027 | 980 | 16% | 9% |
| 821 | BRISTOL | 282 | 283 | 283 | 282 | 287 | 278 | 275 | 269 | 299 | 306 | -2% | 11% |
| 822 | KINGSPORT | 442 | 454 | 453 | 458 | 455 | 431 | 438 | 439 | 446 | 453 | -5% | 3% |
| 830 | SUMNER | 1,179 | 1,246 | 1,300 | 1,308 | 1,425 | 1,448 | 1,444 | 1,513 | 1,515 | 1,574 | 20% | 21% |
| 840 | TIPTON | 399 | 427 | 469 | 496 | 521 | 528 | 585 | 563 | 639 | 595 | 6% | 12% |
| 841 | COVINGTON | 58 | 68 | 70 | 69 | 72 | 71 | 68 | 61 | 61 | 67 | 4% | -1% |
| 850 | TROUSDALE | 73 | 75 | 77 | 76 | 79 | 85 | 90 | 93 | 99 | 96 | 3% | 10% |
| 860 | UNICOI | 169 | 176 | 183 | 179 | 181 | 179 | 197 | 181 | 173 | 181 | -14% | -13% |
| 870 | UNION | 147 | 161 | 162 | 168 | 177 | 175 | 200 | 223 | 239 | 242 | 9% | 21% |
| 880 | VAN BUREN | 51 | 57 | 59 | 63 | 63 | 66 | 64 | 69 | 73 | 76 | 11% | 7% |
| 890 | WARREN | 70 | 71 | 72 | 76 | 78 | 79 | 82 | 83 | 85 | 88 | 5% | 3% |
| 900 | WASHINGTON | 400 | 424 | 409 | 423 | 435 | 447 | 461 | 463 | 471 | 475 | 3% | 4% |
| 901 | JOHNSON | 419 | 402 | 427 | 419 | 436 | 412 | 485 | 475 | 500 | 488 | 1% | 7% |
| 910 | WAYNE | 516 | 528 | 531 | 538 | 548 | 543 | 553 | 596 | 579 | 574 | 6% | 7% |
| 920 | WEAKLEY | 183 | 195 | 192 | 193 | 194 | 206 | 214 | 221 | 231 | 230 | 7% | 5% |
| 930 | WHITE | 220 | 227 | 238 | 235 | 238 | 236 | 232 | 246 | 259 | 265 | 25% | 19% |
| 940 | WILLIAMSON | 773 | 812 | 881 | 953 | 1,015 | 1,017 | 1,073 | 1,140 | 1,216 | 1,280 | 12% | 14% |
| 941 | FRANKLIN | 258 | 269 | 275 | 275 | 273 | 296 | 302 | 325 | 352 | 363 | 15% | 2% |
| 950 | WILSON | 547 | 588 | 608 | 624 | 641 | 659 | 679 | 758 | 722 | 772 | 7% | 8% |
| 951 | LEBANON | 162 | 174 | 188 | 178 | 179 | 189 | 211 | 203 | 213 | 236 | 9% | 12% |

Appendix 10: Relating Change in Total Educator Workforce to Change in Enrollments

| Dist | District | Enrollment 2001 | Workforce 2001 | Enrollments 1997-2001 | Workforce Growth 1997-2001 | Ratio E/W |
|------|----------------------|--------------------|-------------------|--------------------------|----------------------------------|-----------|
| | STATE | 984,015 | 65,037 | 2.2% | 11.2% | 0.92 |
| 10 | ANDERSON | 7,362 | 566 | -4.3% | 8.4% | 0.88 |
| 11 | CLINTON | 921 | 85 | -4.4% | 4.9% | 0.91 |
| 12 | OAK RIDGE | 4,705 | 377 | -6.3% | 0.0% | 0.94 |
| 20 | BEDFORD | 6,593 | 428 | 1.5% | 6.2% | 0.96 |
| 30 | BENTON | 2,751 | 211 | -5.4% | 14.1% | 0.83 |
| 40 | BLED SOE | 1,929 | 140 | 4.4% | 25.0% | 0.84 |
| 50 | BLOUNT | 11,410 | 693 | 3.9% | 12.9% | 0.92 |
| 51 | ALCOA | 1,497 | 132 | 0.2% | 29.4% | 0.77 |
| 52 | MARYVILLE | 4,499 | 349 | 9.3% | 26.4% | 0.86 |
| 60 | BRADLEY | 9,398 | 624 | -2.7% | 13.5% | 0.86 |
| 61 | CLEVELAND | 4,872 | 346 | -5.7% | 9.1% | 0.86 |
| 70 | CAMPBELL | 7,091 | 464 | 5.1% | -0.6% | 1.06 |
| 80 | CANNON | 2,184 | 159 | 1.9% | 12.0% | 0.91 |
| 92 | HOLLOW ROCK-BRUCETON | 841 | 56 | -5.3% | 3.7% | 0.91 |
| 93 | HUNTINGDON | 1,413 | 102 | -5.7% | 8.5% | 0.87 |
| 94 | MCKENZIE | 1,438 | 97 | -2.4% | 3.2% | 0.95 |
| 95 | SOUTH CARROLL | 435 | 31 | 8.2% | 3.3% | 1.05 |
| 97 | WEST CARROLL | 1,203 | 88 | -5.2% | 11.4% | 0.85 |
| 100 | CARTER | 6,598 | 514 | 2.1% | 10.3% | 0.93 |
| 101 | ELIZABETHTON | 2,255 | 174 | -8.0% | 7.4% | 0.86 |
| 110 | CHEATHAM | 7,339 | 460 | 8.4% | 17.6% | 0.92 |
| 120 | CHESTER | 2,674 | 173 | 5.2% | 10.9% | 0.95 |
| 130 | CLAIBORNE | 5,168 | 412 | -0.8% | 14.8% | 0.86 |
| 140 | CLAY | 1,270 | 96 | 1.0% | -9.4% | 1.11 |
| 150 | COCKE | 4,944 | 353 | 1.1% | 11.7% | 0.91 |
| 151 | NEWPORT | 711 | 53 | -12.9% | 1.9% | 0.85 |
| 160 | COFFEE | 4,429 | 333 | -2.5% | 22.0% | 0.80 |
| 161 | MANCHESTER | 1,172 | 88 | -12.8% | -3.3% | 0.90 |
| 162 | TULLAHOMA | 3,774 | 270 | 3.1% | 9.8% | 0.94 |
| 170 | CROCKETT | 1,829 | 117 | -4.9% | -3.3% | 0.98 |
| 171 | ALAMO | 629 | 43 | -3.1% | 4.9% | 0.92 |
| 172 | BELLS | 347 | 29 | -14.7% | 11.5% | 0.76 |
| 180 | CUMBERLAND | 7,250 | 427 | -1.0% | 7.8% | 0.92 |
| 190 | NASHVILLE-DAVIDSON | 78,869 | 5,243 | 4.3% | 10.4% | 0.95 |
| 200 | DECATUR | 1,833 | 153 | -0.7% | 7.0% | 0.93 |
| 210 | DEKALB | 2,845 | 205 | -2.4% | 19.2% | 0.82 |
| 220 | DICKSON | 8,449 | 608 | -0.2% | 19.2% | 0.84 |
| 230 | DYER | 3,572 | 236 | -1.9% | 11.3% | 0.88 |
| 231 | DYERSBURG | 3,599 | 225 | -1.5% | -1.3% | 1.00 |
| 240 | FAYETTE | 3,852 | 267 | -14.4% | -1.1% | 0.87 |
| 250 | FENTRESS | 2,462 | 186 | -2.9% | 2.2% | 0.95 |
| 260 | FRANKLIN | 10,299 | 414 | -2.0% | -5.3% | 1.03 |
| 271 | HUMBOLDT | 2,002 | 153 | -11.8% | -6.7% | 0.94 |
| 272 | MILAN | 2,107 | 149 | -7.6% | 0.0% | 0.92 |

| Dist | District | Enrollment 2001 | Workforce 2001 | Enrollments 1997-2001 | Workforce Growth 1997-2001 | Ratio E/W |
|------|--------------|--------------------|-------------------|--------------------------|----------------------------------|-----------|
| 273 | TRENTON | 1,490 | 109 | -3.7% | 10.1% | 0.87 |
| 274 | BRADFORD | 640 | 51 | 0.0% | 21.4% | 0.82 |
| 275 | GIBSON | 2,722 | 175 | 9.4% | 16.7% | 0.94 |
| 280 | GILES | 4,929 | 360 | -4.0% | 16.1% | 0.83 |
| 290 | GRAINGER | 3,313 | 222 | -2.4% | 2.3% | 0.95 |
| 300 | GREENE | 7,307 | 474 | 2.3% | 10.5% | 0.93 |
| 301 | GREENEVILLE | 2,812 | 229 | 6.4% | 7.5% | 0.99 |
| 310 | GRUNDY | 2,384 | 186 | -12.2% | -4.6% | 0.92 |
| 320 | HAMBLÉN | 9,734 | 715 | -1.9% | 12.4% | 0.87 |
| 330 | HAMILTON | 49,369 | 2,904 | -0.6% | 6.3% | 0.94 |
| 340 | HANCOCK | 1,102 | 101 | -17.8% | -10.6% | 0.92 |
| 350 | HARDEMAN | 4,815 | 356 | -4.8% | 6.9% | 0.89 |
| 360 | HARDIN | 4,102 | 313 | -5.8% | 6.8% | 0.88 |
| 370 | HAWKINS | 7,448 | 537 | 2.4% | 8.3% | 0.95 |
| 371 | ROGERSVILLE | 643 | 55 | -1.8% | 22.2% | 0.80 |
| 380 | HAYWOOD | 3,819 | 294 | -8.9% | -0.3% | 0.91 |
| 390 | HENDERSON | 3,566 | 265 | -3.4% | 10.4% | 0.87 |
| 391 | LEXINGTON | 917 | 69 | -8.3% | 16.9% | 0.78 |
| 400 | HENRY | 3,492 | 254 | -1.0% | 13.4% | 0.87 |
| 401 | PARIS | 1,577 | 115 | -9.6% | 15.0% | 0.79 |
| 410 | HICKMAN | 3,884 | 240 | 3.8% | 2.1% | 1.02 |
| 420 | HOUSTON | 1,466 | 99 | -1.7% | 15.1% | 0.85 |
| 430 | HUMPHREYS | 3,170 | 225 | -4.1% | 7.7% | 0.89 |
| 440 | JACKSON | 1,766 | 126 | 8.4% | 8.6% | 1.00 |
| 450 | JEFFERSON | 7,114 | 512 | 9.0% | 32.6% | 0.82 |
| 460 | JOHNSON | 2,536 | 189 | 2.3% | 3.3% | 0.99 |
| 470 | KNOX | 56,458 | 4,100 | -2.1% | 9.9% | 0.89 |
| 480 | LAKE | 983 | 81 | -15.8% | 2.5% | 0.82 |
| 490 | LAUDERDALE | 4,768 | 335 | -10.2% | 5.3% | 0.85 |
| 500 | LAWRENCE | 7,241 | 515 | -0.2% | 12.9% | 0.88 |
| 510 | LEWIS | 2,004 | 139 | -3.2% | 9.4% | 0.88 |
| 520 | LINCOLN | 4,432 | 323 | -3.0% | 9.1% | 0.89 |
| 521 | FAYETTEVILLE | 1,114 | 79 | -2.4% | 19.7% | 0.82 |
| 530 | LOUDON | 5,036 | 319 | 3.2% | 10.8% | 0.93 |
| 531 | LENOIR | 2,103 | 158 | 4.2% | 29.5% | 0.80 |
| 540 | MCMINN | 6,051 | 376 | -5.1% | 2.7% | 0.92 |
| 541 | ATHENS | 2,081 | 119 | -0.5% | -4.0% | 1.04 |
| 542 | ETOWAH | 418 | 30 | 9.4% | 11.1% | 0.98 |
| 550 | MCNAIRY | 4,330 | 331 | 1.3% | 11.4% | 0.91 |
| 560 | MACON | 3,820 | 248 | 5.8% | 7.4% | 0.99 |
| 570 | MADISON | 14,303 | 1,041 | -6.3% | 5.5% | 0.89 |
| 580 | MARION | 4,073 | 319 | -16.0% | 11.9% | 0.75 |
| 590 | MARSHALL | 5,057 | 358 | 3.1% | 14.7% | 0.90 |
| 600 | MAURY | 11,165 | 877 | -3.1% | 14.5% | 0.85 |
| 610 | MEIGS | 1,863 | 123 | -0.4% | 12.8% | 0.88 |
| 620 | MONROE | 5,342 | 355 | -0.4% | 12.0% | 0.89 |
| 621 | SWEETWATER | 1,473 | 104 | 9.7% | 25.3% | 0.88 |

| Dist | District | Enrollment 2001 | Workforce 2001 | Enrollments 1997-2001 | Workforce Growth 1997-2001 | Ratio E/W |
|------|--------------|--------------------|-------------------|--------------------------|----------------------------------|-----------|
| 630 | MONTGOMERY | 27,654 | 1,682 | 14.8% | 18.5% | 0.97 |
| 640 | MOORE | 1,010 | 76 | -1.9% | 13.4% | 0.86 |
| 650 | MORGAN | 3,551 | 238 | 1.4% | -1.2% | 1.03 |
| 660 | OBION | 4,386 | 288 | -2.3% | 0.3% | 0.97 |
| 661 | UNION | 1,501 | 104 | -5.1% | -8.8% | 1.04 |
| 670 | OVERTON | 3,221 | 245 | 2.1% | 8.9% | 0.94 |
| 680 | PERRY | 1,262 | 90 | -4.4% | -7.2% | 1.03 |
| 690 | PICKETT | 749 | 73 | -8.7% | 7.4% | 0.85 |
| 700 | POLK | 2,552 | 181 | 6.1% | 12.4% | 0.94 |
| 710 | PUTNAM | 10,174 | 659 | -4.8% | 4.1% | 0.91 |
| 720 | RHEA | 4,223 | 264 | -4.0% | 4.3% | 0.92 |
| 721 | DAYTON | 823 | 52 | 6.2% | 26.8% | 0.84 |
| 730 | ROANE | 6,791 | 406 | 3.4% | -5.1% | 1.09 |
| 731 | HARRIMAN | 1,477 | 116 | -17.3% | -1.7% | 0.84 |
| 740 | ROBERTSON | 10,028 | 719 | -1.8% | 16.2% | 0.85 |
| 750 | RUTHERFORD | 27,445 | 1,965 | 9.7% | 34.0% | 0.82 |
| 751 | MURFREESBORO | 6,050 | 450 | 16.8% | 23.0% | 0.95 |
| 760 | SCOTT | 2,868 | 229 | -8.2% | 1.8% | 0.90 |
| 761 | ONEIDA | 1,239 | 101 | -0.4% | 21.7% | 0.82 |
| 770 | SEQUATCHIE | 1,899 | 145 | -0.2% | 22.9% | 0.81 |
| 780 | SEVIER | 13,170 | 889 | 4.0% | 23.0% | 0.85 |
| 790 | SHELBY | 49,087 | 2,871 | -2.6% | 9.8% | 0.89 |
| 791 | MEMPHIS | 133,336 | 7,369 | 11.1% | 13.5% | 0.98 |
| 800 | SMITH | 3,306 | 213 | 0.7% | 15.1% | 0.87 |
| 810 | STEWART | 2,196 | 148 | 6.8% | 24.4% | 0.86 |
| 820 | SULLIVAN | 14,143 | 980 | -2.7% | 2.7% | 0.95 |
| 821 | BRISTOL | 3,941 | 306 | 2.2% | 10.1% | 0.93 |
| 822 | KINGSPORT | 7,108 | 453 | 1.5% | 5.1% | 0.97 |
| 830 | SUMNER | 26,977 | 1,574 | 16.6% | 8.7% | 1.07 |
| 840 | TIPTON | 10,401 | 595 | 6.9% | 12.7% | 0.95 |
| 841 | COVINGTON | 946 | 67 | -13.9% | -5.6% | 0.91 |
| 850 | TROUSDALE | 1,331 | 96 | 2.9% | 12.9% | 0.91 |
| 860 | UNICOI | 2,659 | 181 | -8.5% | 1.1% | 0.91 |
| 870 | UNION | 3,168 | 242 | 2.1% | 38.3% | 0.74 |
| 880 | VAN BUREN | 803 | 76 | -2.5% | 15.2% | 0.85 |
| 890 | WARREN | 6,639 | 475 | 0.5% | 6.3% | 0.95 |
| 900 | WASHINGTON | 8,926 | 574 | 1.3% | 5.7% | 0.96 |
| 901 | JOHNSON | 7,331 | 488 | 6.8% | 18.4% | 0.90 |
| 910 | WAYNE | 2,819 | 230 | -1.2% | 11.7% | 0.88 |
| 920 | WEAKLEY | 5,306 | 377 | -6.2% | 7.7% | 0.87 |
| 930 | WHITE | 4,213 | 265 | 2.8% | 12.3% | 0.92 |
| 940 | WILLIAMSON | 21,479 | 1,280 | 19.3% | 25.9% | 0.95 |
| 950 | WILSON | 11,514 | 772 | -10.4% | 17.1% | 0.77 |
| 951 | LEBANON | 2,940 | 236 | 3.6% | 24.9% | 0.83 |

Appendix 11: The change in Yield Rates from the 2000 update to the 2002 Update

The ostensible increase in yield rates between the two report year's is due to a change in the methodology applied to the transformation of the cross-sectional educator employment data into a time series of employment status. The cross-sectional data are provided as a snapshot each year containing every educator who is employed in the State System. These data uniquely identify each person using a combination of their teacher number (TNO) as assigned by the State of Tennessee, and their Social Security Number (SSN) if they have one. If they do not have a SSN (or if one is not reported), then '000000000' is used. In subsequent years, an educator may have obtained a SSN and the new datum will appear on the cross sectional data for that year. This new combination of TNO/SSN results in the generation of an additional "person" in the time series dataset.

A quality review of the entire production process in 2002 uncovered the need to establish a single unchanging combination of a valid TNO/SSN combination to avoid the discontinuous time series that results from the newly available data. The impact of the single TNO/SNN remapping effort appeared in the effective yield to employment.

An educator hired into the system without a valid SSN (or one that is not reported) cannot be matched to data from the Board of Regents since the Regents data is stored using only SSN as the indicator. Once the SSN becomes known, and is entered into the cross-sectional data in subsequent years, it is possible to now match a degree or license to that person. However, since that person now has 1 or more years of experience, they would not be considered an "Entrant" (newly hired with no experience) and would, instead, be considered a "re-entrant", effectively taking them out of the "yield" pool.

By reconstructing an unwavering TNO/SSN combination, it became possible to properly identify persons who entered before the employment records had their correct SSN in place. As a result, the most recent set of data properly accounts for the anomalies in the system due to incomplete SSN reporting and impacts the yield rate upwardly as these misidentified re-entrants can now be properly identified as new hires.